CANADA SASKATCHEWAN STRATEGIC INITIATIVES PROGRAM

Formative Evaluation

Overview

Evaluation and Data Development
Strategic Policy
Human Resources Development Canada
and
Saskatchewan Post-Secondary Education and Skills Training

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ACRONYMS AND ABBREVIATIONS

AST - Automotive Service Technician
CA - Canada
CIBC - Canadian Imperial Bank of Commerce
COPS - Canadian Occupational Projection System
CS - Career Services
CD - Compact Disc
CEO - Chief Executive Officer
CBO - Community Based Organisation
CD-ROM - Compact Disc-Read Only Memory
Corp - Corporation
DTI - Dumont Technical Institute
EDIOM - Economic Development Input Output Model
E-Mail - Electronic Mail
EI - Employment Insurance
EWG - Evaluation Working Group
FSIN - Federation of Saskatchewan Indian Nations
FNCTS - First Nations Client Tracking System
FAQ - Frequently Asked Questions
GDI - Gabriel Dumont Institute
GIS - Geographic Information System
GEO - Geographic
GED - General Educational Development Certificate
HRCC - Human Resource Centres Canada
HRDC - Human Resources Development Canada
INFO - Information
IT - Information Technology
K - Kindergarten
KCDC - Keewatin Career Development Corporation
LFDA - Labour Force Development Agreement
LMDA - Labour Market Development Agreement
LMI - Labour Market Information
LAN - Local Area Network
METSI - Métis Employment and Training of Saskatchewan Incorporated
MES - Métis Employment Strategy
MNS - Métis Nation of Saskatchewan
NLMIS - National Labour Market Information System

NCC - New Careers Corporation
PREMOS - Provincial Economic Model of Saskatchewan
RC - Regional Colleges
REDA - Regional Economic Development Authorities
RTNA - Regional Training Needs Assessment
R&D - Research and Development
REDAs - Rural Economic Development Associations
SK - Saskatchewan
SCCO - Saskatchewan Council of Cultural Organisations
SIFC - Saskatchewan Indian Federated College
SIIT - Saskatchewan Indian Institute of Technologies
SITAG - Saskatchewan Indian Training and Assessment Group
SIAST - Saskatchewan Institute of Applied Science and Technology
SLFDB - Saskatchewan Labour Force Development Board
PSEST - Saskatchewan Post-Secondary Education and Skills Training
STEC - Saskatchewan Tourism Education Council
SVY - Survey
SI - Strategic Initiatives
TFHQ - Touchwood File Hills Qu'Appelle
VRDP - Vocational Rehabilitation of Disabled Person Program
WAN - Wide Area Network
W/S - Work/Study

Definitions

Target Groups: refers to specific groups including women, First Nations people, Métis Nation people, people with disabilities, youth, visible minorities, and other groups who face employment barriers.

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EXECUTIVE SUMMARY

Background to Strategic Initiatives

In November 1994, Canada and Saskatchewan signed a Labour Force Development Agreement designed to provide a framework for joint planning, management, service, program delivery, and evaluation of an array of new labour force development services that the two orders of government would develop. Consultation had identified a need for:

- better co-ordination of planning and service delivery across the two orders of government;
- more community involvement in the development of programs and services;
- greater involvement of employers and various industry sectors in identifying training priorities and providing training opportunities; and
- improved access to training and jobs among people with disabilities, Aboriginal people, women, members of visible minorities, people on social assistance, and youth.

The operating environment has been dynamic throughout the term of the Strategic Initiatives Program (January 1996 - March 1999). The following events have had a significant impact on program design and implementation:

- in January, 1996, the Canada-Saskatchewan Strategic Initiatives Program Contribution Agreement was signed. It outlined co-operative arrangements for the design, funding, implementation, and evaluation of three program areas in which pilot projects would be undertaken, within the guidelines of the Strategic Initiatives Program: Work/Study, Labour Market Information, and Career Services initiatives;
- on May 30, 1996, the Province of Saskatchewan received an offer from the Government of Canada reflecting the Prime Minister's November 1995 offer that training and related employment services could devolve to the province;
- in Saskatchewan, the LMDA negotiations started in early 1996 and culminated in the signing of the agreement in 1998, thus enabling the province to assume more responsibility in the area of training and employment initiatives for Employment Insurance clientele; under Part II of the Employment Insurance Act;

- on April 16, 1997, Saskatchewan announced the *Saskatchewan Training Strategy: Bridges to Employment*, a comprehensive approach to the development of Saskatchewan's labour market. The Training Strategy was in part a response to the federal offer to sign Labour Market Development Agreements (made in November of 1995). The process to develop this strategy began approximately one year prior to its announcement. Parts of the Training Strategy build upon the Strategic Initiatives pilot projects; and

- in February 1998, the Canada Saskatchewan Labour Market Development Agreement was signed, following approximately nineteen months of negotiations with the federal government.

The SI Program is part of the federal government's social security reform which is designed to remove disincentives to employment and encourage participation in the labour force. The intention of pilots in the three initiative areas is to provide programs and services that support the transition to work and build co-operative partnerships among industry, government, education and training institutes, and communities in order to meet labour force development needs.

Program evaluation was identified as an important component of the SI Agreement. In October of 1996, Calibre Consultants Inc. was contracted to conduct the evaluation of the SI Program initiatives in Saskatchewan. This has been done under the direction of the Federal and Provincial Co-chairs of the SI Evaluation Working Group.

Evaluation Methodology

The program evaluation component of SI was designed to be completed in two phases: the "formative evaluation" which assesses the development phase; and the "summative evaluation" which assesses the impacts of program implementation. To date, the formative evaluation has been completed and the summative evaluation is in its initial stages. The formative evaluation objectives are:

- to identify the extent to which the projects are contributing to the SI principles;

- to identify the extent to which the development process for the SI pilot project is efficient and effective; and

- to identify key learnings for consideration in the next phases of the pilot projects and in future programs.

The formative evaluations of each SI Stream were conducted between November, 1996 and September 1997. An overview evaluation document bridging each of the SI Stream formative evaluation documents was developed in 1998. The following methodologies were used in each of the streams, with some degree of variation in number or extent, by stream:

- extensive document reviews of SI related documents including: agreements; guidelines; application procedures; monitoring reports; fact sheets; newsletters; project reports; work plans; project contracts; descriptions of potential LMI networks and products; needs assessment reports; evaluation framework reports; focus group results; telephone survey data summary and analyses;
- in-depth key informant interviews with SI senior management stream Co-chairs, Working Group members, Stream Project Co-ordinators/Managers and staff;
- a number of participant, sponsor, and partner interviews; and
- several focus groups and workshops with a cross-section of stakeholders such as: job seekers; career counsellors; stream Co-chairs; working group members; program management and delivery staff; community based partners; industry and target groups.

The Common Characteristics in the Three SI Streams (LMI, Career Services, and Work/Study)

Preamble:

The three streams of SI share many of the same features in their design and delivery. These similar features may be examined in several areas that include, but are not limited to, the following:

- infrastructure;
- administration;
- communication;
- partnerships; and
- finance.

Features common to all three streams have been identified.

Common Key Findings in The Three SI Streams (LMI, Career Services, Work Study)

The Canada-Saskatchewan Strategic Initiatives Program is very ambitious and complex in nature. From the outset, both orders of government agreed that expenditures on direct client/program delivery would be maximised and that dollar commitments to administration and personnel would be kept to a minimum. The decision by the two orders of government to apply a joint approach to co-ordinating and integrating the delivery of a large number of skills training programs and services within the province is a large task. To apply this approach to the development and testing of pilot projects, within three separate streams, based on the creation of innovative approaches that encourage alternatives for training and access to employment opportunities and information, as the SI Program is intended to do, is an even larger and more complex task. Developing and using a true partnership approach among all stakeholders, clients, specific target groups, communities, industry, education and training institutions, and governments necessitates the creation of support mechanisms in a number of different areas. Examples of support mechanisms include: allocation of sufficient and appropriate human, financial and administrative resources and systems; communication supports; infrastructure; compatible computer systems with technical support; reasonable time-frame allocations; and an evaluation process. Resources to meet obligations and fulfil expectations are necessary from the onset and through completion of initiatives as complex as the SI Program. There were many common findings.

1. The involvement of labour market, community, and other stakeholders in program design and planning has provided significant support and commitment to the SI streams.

2. The needs of designated target group members have been incorporated in the design and implementation of the SI Streams. Several individual projects have been approved for specific target groups where group members face employment barriers. In addition, representatives of the target groups have been involved in SI working groups.

3. While resources were allocated to maximise funding for the pilot projects and minimise funding for administration, the amount of time and human resources required to develop and implement the programs was not fully appreciated in the initial stages. As a result, issues surrounding administrative resource constraints have had some negative impacts including, in some cases, timelines that are too short to permit effective implementation and assessment of projects.

4. Although the involvement of both orders of government has increased time and resource requirements for administration and delivery, the groundwork being established is expected to result in increased co-ordination and efficiency for future training and employment services, especially as the Canada Saskatchewan LMDA is implemented.

5. The development of new partnerships and the strengthening of previous partnerships have been challenging, but worthwhile. Partnerships among labour market stakeholders have been more inclusive and collaborative than in the past. The partnerships have resulted in benefits such as communication and sharing of information; helping each other adapt to change; leveraging resources for training to better meet client needs and to develop more comprehensive information; reducing duplication in collecting information; and increasing linkages between training and employment through the involvement of employers. These partnership models provide good examples of how governments can work together and with other key stakeholders to build effective, efficient post-secondary training and employment service systems.

6. Time, resources, and energy are required to establish partnerships and develop effective relationships. This must be taken into account in program budgets and timelines. Compromises are required when partners have different priorities, styles, and approaches. Effective communications with partners, including consultation, feedback, and follow-up, are critical to ensure capacity to overcome partnership challenges, understand roles and responsibilities, and adjust to differing communication and working styles.

7. External communication was effective in creating awareness and generating applications to the Work/Study and Career Services Programs. Newsletters have been an effective form of communication to keep stakeholders updated on the project and product progress for each of the three SI Streams.

8. Labour Market Information and Career Services products are closely linked for clients using the outputs of these two streams. Close communication between the two initiatives has increased co-ordination between the two areas.

9. Technology can be beneficial in creating greater access to Career Services and Labour Market Information. However, the less experienced the client group is with the use of technology, the more focused the effort must be to ensure the technology is user friendly, accessible, well understood, and adequately supported. This increased effort should be factored into timelines for product development.

10. The SI pilot projects will provide key learnings to government regarding new models for training, delivery of career services, and labour market information.

11. A significant finding which applies across the range of the Canada-Saskatchewan SI Program is that too much was undertaken with too few resources and within too short a timeframe. The progress to date has been significant. However, progress may have been greater had more resources, more start-up time, and a stable external environment been available.

12. Policies, procedures, and processes evolved to meet the requirements of the SI streams. Initially, incomplete policies and procedures sometimes contributed to delays and reduced administrative efficiency. Strategic Initiatives' administrative delays resulted in shortened timelines for project implementation and/or product testing and assessment in some cases.

13. Delays in operationalising the Database/Tracking System for the SI pilots have reduced its contribution to timely decision-making. The inadequacy of resources dedicated to development, implementation, on-going maintenance, as well as data entry on the tracking system has resulted in projects being tracked by SI staff through a combination of manual and electronic systems.

Recommendations Common to All Three SI Pilot Areas

Based on the findings of the formative evaluation, the following common recommendations have been identified for the three SI streams.

1. Identify best practices of the pilot projects as soon as possible and recommend a plan that outlines how the successful innovations will be integrated into current and future education and skill training programs in Saskatchewan.

2. Continue efforts to ensure that the Strategic Initiatives Database/Tracking System is functioning properly and meeting its mandate to monitor the progress of projects and/or provide activity reports for timely decision-making. In the future, appropriate human resources must be allocated to systems development; procedures must be in place to minimise any duplication in efforts; and adequate staff training must be provided to ensure the information systems' effectiveness.

3. Prior to program announcement and initiation, any future joint initiatives should incorporate a pre-operational design and development phase with timelines and resources (human and financial) for the following activities:

- development of partnerships;
- use of focus groups with stakeholders to provide input into program design;
- development of common visions and objectives;
- development of detailed but flexible policies, procedures, and processes;
- identification, development, and implementation of tracking system and monitoring requirements;
- development of evaluation protocols, criteria and mechanisms;
- development of a communication strategy; and
- development and implementation of training program(s) for staff.

4. When working with two orders of government which operate within two independent and distinct systems and infrastructures, effective co-ordination and collaboration can only be achieved by identifying ways to integrate the dual systems without compromising their individual system integrity.

5. Identify opportunities, including participation in focus groups or workshops, for increased involvement of industry, community-based organisations, and other government departments in the development of future training and employment programs. Ensure non-government partners are able to participate in workshops and other activities and, when necessary, subsidise expenses.

6. Encourage the involvement of funding and training partners in the developmental stage of individual projects to ensure co-ordination of activities. Continue to seek opportunities to involve representatives from each of the target groups identified in the SI principles.

7. Ensure significant time and resources (human and financial) are provided to establish true partnerships and to develop relationships at the community level and between federal/provincial government departments and agencies, industry, and community-based organisations. Continue to strengthen these partnerships.

8. Develop a communication strategy for each of the three streams that takes into account each one's specific communication requirements. Generally, this involves communication that maximises awareness of the SI stream and the progress of the projects within it for users and potential users; transmits clear and consistent messages and guidelines; encourages co-operative working relationships among project partners.

9. Ensure that a program evaluation component is included at the onset of newly designed programs. Prior to program initiation, it would be helpful to develop evaluation criteria, database/tracking system requirements, expectations, performance measurements, and benchmarks. A preliminary framework document was developed, however, as a result of urgency for implementation, inadequate and incompatible information and benchmarks resulted in an indirect correlation and translation of the framework document into action.

10. Continue efforts to refine reporting and monitoring forms to streamline the process and increase consistency.

11. Continue to monitor requirements for administrative resources and allocate funding as required for efficient and effective service.

12. Continue to monitor and link the development of LMI products, in conjunction with Career Services, and strengthen the linkage between the two streams at all levels.

13. Continue efforts to identify the scope of translation requirements for LMI products and a cost-effective solution to adhere to federal government policies for Official Languages. Incorporate implications of the federal government's commitment to official languages in future partnership agreements between the federal and provincial governments.

14. Ensure the results of the Strategic Initiatives pilot projects are included in the development work with respect to future labour market programs and services developed under the Canada Saskatchewan Labour Market Development Agreement.

MANAGEMENT RESPONSE

The Canada Saskatchewan Strategic Initiatives Formative Evaluation Overview is a compilation of the three initiatives undertaken within the Canada-Saskatchewan Strategic Initiatives - Career Services, Labour Market Information, and Work/Study. The findings and recommendations of these three formative evaluations have been carefully reviewed and the findings accepted. The evaluation results will be used to modify ongoing programs and will be shared with individuals involved in related programs and services. Where possible, the findings will be used in the continuous improvement of service to clients.

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1.0 INTRODUCTION

1.1 BACKGROUND TO STRATEGIC INITIATIVES

The three streams of the Canada-Saskatchewan Strategic Initiatives Program are Work/Study, Labour Market Information, and Career Services. The Strategic Initiatives Program is part of the federal government's social security reform which is designed to remove disincentives to employment and to encourage participation in the labour force. The intent of the pilots in each of the three areas is to provide programs and services that support the transition to work and build co-operative partnerships among industry, government, education and training institutes, and communities in order to meet labour force development needs.

In particular, the purpose of the W/S Program pilots is to reduce the labour market supply-and-demand gap and encourage labour force participation. The intent of W/S is to develop skills for work-force entry and contribute to sustainable employment by targeting employer-driven training, community-based training, and innovative institution-based training. Finally, the W/S Program provides support and encouragement to stakeholders in the labour market so they will accept more responsibility for providing training and skill development, preferably through partnerships.

The Labour Market Information Strategic Initiative Program aims to develop a province-wide, integrated approach for the development and pilot testing of new multimedia LMI products. The ultimate objective of LMI is to develop a comprehensive, automated network to collect, analyse, and use labour market information to better meet the needs of Saskatchewan people.

The Career Services Strategic Initiatives Program aims to formulate and give access to new approaches for providing career services to clients in order to increase client awareness of employment opportunities and the training, education, and experience these require.

In order to develop guidelines for selecting projects according to SI principles, Working Groups comprised of stakeholders from across Saskatchewan were established for each of the streams. These working groups, chaired jointly by the two orders of government, established the goals for the streams and actively participated in the process established for implementing the activities of the stream.

2.0 EVALUATION METHODOLOGY

Program evaluation was identified as an important component of the SI Contribution Agreement. The SI Program tested new and innovative approaches to increasing labour force participation, including the use of partnerships, community and industry involvement, multi-media, and other approaches to reduce employment barriers. In October of 1996, Calibre Consultants Inc. was contracted to conduct the evaluation under the direction of the Federal and Provincial Co-chairs of the SI Evaluation Working Group.

The evaluation was designed to be completed in two phases: the "formative evaluation" which assesses the development phase, and the "summative evaluation" which assesses the impacts after program implementation. The formative evaluation objectives are to identify:

- the extent to which the projects are contributing to the SI principles;
- the extent to which the process is efficient and effective; and
- key learnings for consideration in the next phases of the pilot projects and in future programs.

The formative evaluation was conducted in three segments corresponding to the three streams – W/S, LMI, and CS.

2.1 WORK/STUDY (W/S)

The W/S formative evaluation was conducted between November 1996, and July 1997.

The following methods were used to do the Work/Study formative evaluation:

- an extensive review of all of the Strategic Initiative W/S documents, including agreements, guidelines, application procedures, monitoring reports, fact sheets, newsletters, project tracking system reports, work flow plans, and project contracts;
- twenty-four in-depth key informant interviews with SI Senior Management and W/S Co-chairs, Working Group members, and staff;
- sixty participant interviews including learners, partners, employers, and delivery agents;

- twenty sponsor and partner interviews; and
- three workshops with W/S Co-chairs, Working Group members, and staff.

The first set of in-depth interviews was conducted to gain input on the methodology design and to identify performance indicators. The second set of in-depth interviews addressed questions regarding program appropriateness and process. The results of the preliminary research were consolidated in a draft document. Three stakeholder workshops were held to review the research findings, discuss issues, and develop common understandings regarding the key learnings.

2.2 LABOUR MARKET INFORMATION

The following methods were used to conduct the LMI formative evaluation, which took place between November of 1996 and September of 1997:

- an extensive review of all LMI documents, including agreements, needs assessment reports, histories, mid-term reviews and final reports, project contracts and statements of costs, newsletters, project proposals, terms of reference, and other descriptions of the LMI network and products;
- thirty-five in-depth interviews with SI senior management and the LMI Co-chairs, Working Group members, Project Co-ordinator, and IT staff;
- six focus groups with job seekers, career counsellors, career service representatives, LMI Working Group members, and PSEST senior management; and
- two workshops: one with SI Co-chairs from all three areas, communications and evaluation, and one with the LMI Working Group members.

Several LMI stakeholders provided input into the methodology design, including members of the Evaluation Working Group, the Evaluation Co-chairs, the LMI Working Group Co-chairs, and the LMI Project Co-ordinator. The results of preliminary research conducted through the document review, in-depth interviews, and focus groups were consolidated into a draft document. Two stakeholder workshops were held to review the research findings and discuss issues that had been raised to ensure that issues and recommendations were presented within the proper context, and to develop common understandings regarding the key learnings. One point of concern raised in the process was the absence of a formal needs assessment on LMI at the outset of the Strategic Initiatives process. No formal needs assessment was done as the LMI working group drew together experts with an interest in LMI from Saskatchewan government departments, HRDC, the Saskatchewan Institute of Applied Science and Technologies (SIAST), and regional colleges. The group felt a needs assessment was unnecessary in light of its collective expertise in the area.

2.3 CAREER SERVICES

The CS formative evaluation was undertaken between November 1996 and July 1997. The following methodologies were used to support the CS formative evaluation:

- an extensive review of all SI Career Services' documents, including technology analyses, survey research, project facilitators' reports, needs assessment reports, implementation plans, frameworks for evaluations, mid-term reviews and final reports, focus group results, workplans, and telephone survey data summary and analyses;
- twenty-five in-depth key informant and stakeholder interviews with SI Senior Management and CS Co-chairs, Working Group members, staff and Project Co-ordinators/Managers, and regional college staff; and
- one workshop with SI Co-chairs and CS Working Group members.

2.4 THE COMMON CHARACTERISTICS IN THE THREE SI STREAMS

The three streams of Strategic Initiatives, W/S, LMI, and CS, share many of the same features with respect to relevance to the SI Program, design and delivery, success, and cost-effectiveness. These similar features may be examined in several areas that include, but are not limited to, the following:

- infrastructure;
- administration;
- communication;
- partnerships; and
- finance.

Four main categories have been used to frame the formative evaluation findings. These are: relevance, program design and delivery, program success and program cost-effectiveness.

2.5 RELEVANCE

Relevance in all SI Program streams was assessed by reviewing the processes that were used to determine: the social and economic needs for each stream, how individual projects were identified, the manner in which target groups were incorporated in each stream, the role of innovation both in planning and delivery of the stream, and linkages to client services.

2.6 PROGRAM DESIGN AND DELIVERY

In this area, infrastructure plays a key role. Infrastructure refers to the basic structural foundations of the Strategic Initiatives Program, including the three streams of SI and the projects within them, which form the basis of all operations. The features examined with respect to infrastructure include: the determination of project priorities, the human resource time required to fulfil program commitments, and finally, the linkages between the LMI and the CS initiatives. Assessment of administration consisted of the following aspects: timelines, flexibility, standard procedures, and working with two orders of government. In the area of communication, the specific features assessed relate to: meetings, communication with stakeholders, public awareness and relations, and communication strategies.

2.7 PROGRAM SUCCESS

The common area of partnerships is assessed with respect to the strength and effectiveness of the partnerships, the broad perspective incorporated by the three streams, the increased access to services, and the leveraging of costs and reduction of duplication.

2.8 PROGRAM COST-EFFECTIVENESS

Financial considerations including significant common features such as resources, partners, funding allocations, and flexibility.

3.0 KEY FINDINGS AND LESSONS LEARNED

3.1 RELEVANCE

KEY LEARNINGS

- **Program design with partners and stakeholders takes more time and resources, but this results in a program that has commitment from partners, which enhances its opportunities for success.**
- **The involvement of labour market stakeholders in program design and planning has provided significant support and commitment to the SI streams.**
- **The needs of target group members have been incorporated into the design and implementation of the SI Streams. Several individual projects have been approved for specific target groups of people facing employment barriers. In addition, representatives of target groups have been involved in working groups. Finally, specific target group projects have been identified and encouraged to help ensure a broad approach to filling training and employment gaps.**

Under the area of relevance, the processes that were used to determine the social and economic needs for each SI Program stream and individual projects were identified. Findings relating to the manner in which target groups were incorporated into each stream, the role of innovation, and linkages to client services were also identified.

In the W/S stream, a Working Group comprised of 15 individuals representing a cross-section of interests and expertise was established to identify labour market needs and to play an advisory role in the development of program guidelines and criteria. The Working Group members brought a collective knowledge of skill shortages information and information about employment based training opportunities, as well as previous consultations and research undertaken.

In addition, a process for community-based projects involving partnerships with employers was identified as a key element in developing innovative approaches. The design of W/S encourages local communities and industry to take more

responsibility for their training needs by combining industry and community efforts and resources with public funding. Innovative programs match the employers' needs with the needs of the community.

Partnerships were established with a variety of training deliverers, such as education and training institutions, community-based organisations, employers and industry, and private trainers. Work/Study projects are community and employer-driven and, as a result, are expected to have an increased probability of long-term employment. Innovation has been the primary criterion for approving projects under the W/S Program.

The W/S Program prioritised equity groups representing the Saskatchewan working age population. W/S trainees are chosen by the project sponsors, and although sponsors are not required to train target group members, a project proposal which focused on target group members would be considered more favourably than if it did not[1]. Project sponsors were encouraged to identify and commit to recruitment targets for equity groups. Several individual projects designed for specific target groups, including First Nations people, people with disabilities, Métis Nation people, women, and people with other employment barriers, have been approved.

The LMI Working Group was established with members representing a diverse cross-section of agencies and government departments that use LMI at various levels and/or have clients who use LMI. Projects were proposed in accordance with the goals and objectives of SI, and priorities were identified for projects. The LMI initiative attempted to identify both products and ways to use electronic means to provide ready access to clients, particularly those from target groups. Information available through electronic sources also has the potential to be more accessible to people with disabilities and other target groups who may have a more difficult time in accessing information through traditional places and formats. All target groups were represented in the LMI Working Group through participation by the Saskatchewan Labour Force Development Board members.

The needs of the labour force development target groups have been addressed in all three of the CS projects, primarily through the establishment of the partnerships and the extensive needs assessment process which was undertaken at the outset of SI. All three CS projects have a similar objective: to provide more accessible and comprehensive career and labour market information to their respective clients. For example, in the Regina Career Linx Project a value-added feature for clients and agency staff has been the focus on recruiting organisations that represent employers and involving them in the process of designing the project. In the past, career services delivery has been directed largely at work seekers with little involvement of employers. Key informant interviews indicated that the involvement of employers in the project is a significant improvement in the delivery of career services in Regina.

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[1] See definition of "target groups" at the front of document.

In addition, community representatives have been involved in the development process of each project. For example, as part of its needs assessment process, the Rural Project conducted five focus groups with representatives from equity groups including people with disabilities, Aboriginal people, visible minorities, and women, as well as other stakeholders involved in community organisations and/or the delivery of career services. The other two projects conducted similar needs assessments to determine what gaps existed and how best to target their resources.

All three SI stream projects were designed with the recognition that innovative career services and labour market information, training, and delivery approaches are necessary to meet challenging and varying social and economic development goals.

3.2 PROGRAM DESIGN AND DELIVERY

3.2.1 Infrastructure

KEY LEARNINGS

- **The organizational and operational parameters of the SI Program were determined in part by existing infrastructure and administrative guidelines, evolving program/project policies and procedures, human resources, communication processes, linkages between each of the SI Program streams, and the two distinct operating systems of each order of government.**
- **LMI and CS products are closely linked for clients using the outputs of these two streams. Close communication between LMI and CS has been managed through the Working Group, Project Officers, and SI Co-chairs, increasing co-ordination between the two areas.**

Determination of Project Policies

In all three SI streams, the Working Groups were responsible to determine their stream's specific vision and objectives, as well as to establish priorities and guidelines for individual projects. For example, the LMI initiative required that the Working Group identify gaps in the information most important to its organisations or constituents. They then proposed projects to meet the identified gaps. The Working Group members, and in particular the Co-chairs, oversaw and monitored their program's respective project implementation (see Appendix One for a complete listing of the roles and responsibilities for the positions involved in each SI stream).

Human Resource Time

Partners in the W/S Program were very involved and interested, and the W/S committee members were very committed. Partners and committee members spent considerable time supporting the W/S Program. During the initial stage of program implementation, the W/S Working Group members lacked a common understanding of their level of decision-making authority.

The same significant time contribution by working group members also applied to the LMI and CS initiatives. In the LMI area, Working Group members committed significant time to Strategic Initiatives through involvement in sub-committees which worked to articulate and manage specific projects. This was in addition to their other on-going working group and regular work responsibilities. In the CS area, considerable time and effort were volunteered to all three projects by staff and representatives of community-based organisations. In addition the staff complement of eight which was hired to manage the three project streams of SI was fully subscribed.

Linkages Between the Labour Market Information and Career Services Initiatives

Close communication between LMI and CS has been taking place at the co-ordinator's level, with many initiatives to increase co-ordination in the two areas. In part, this is because focus groups determined that clients often do not distinguish between labour market information and career services. The decision to separate the two streams led to unanticipated difficulties in co-ordination. This is partly due to the different approach each has taken with respect to needs assessments. Unlike the other two streams, LMI did not conduct a formal comprehensive needs assessment. The Working Groups, the partners, and the staff of both LMI and CS recognised the importance of co-ordination between these two SI streams. This co-ordination is important at all program levels, especially in identifying opportunities for synergies in the future.

3.2.2 Administration

KEY LEARNINGS

- Policies, procedures, and processes evolved to meet the requirements of the SI streams. Initially, incomplete policies and procedures sometimes contributed to delays and reduced administrative efficiency. Strategic Initiatives' administrative delays resulted in shortened timelines for project implementation and/or product testing and assessment.

- An appropriate level of resources (human and financial) must be allocated to such initiatives for the establishment of policies and procedures during the program design and development phase. A streamlined and simple project approval and feedback process must be developed and implemented prior to project proposal request being solicited. This will help to increase efficiency and reduce delays.

- Continued internal monitoring and flexibility in allocating administrative resources according to requirements is needed.

- Measures are in place to monitor project activities, finances, and impacts. Delays in operationalising the Database/Tracking System reduced its ability to contribute to timely decision-making.

- If effective co-ordination and collaboration is to be achieved through joint development and delivery of programs and services by both orders of government, it is important to find a way to co-ordinate the dual systems and infrastructures while maintaining and respecting the integrity of the individual systems.

- Although the involvement of both orders of government has increased time and resource requirements for administration and delivery, a good working relationship has been achieved, and the groundwork established is expected to result in increased co-ordination and efficiency for future training and employment services.

- Complex programs like SI require a pre-operational phase, which includes reasonable and realistic timeframes and expectations upfront. Reasonable timeframes must also be part of the implementation and wind down phases of such programs.

- The roles and responsibilities of SI staff and other stakeholders have evolved over time as both the SI projects and the context within which it is operating have evolved. Contracting work to individuals and companies with specialized knowledge and experience has been a cost-effective method of acquiring the expertise required to complete projects.

KEY LEARNINGS CONTINUED

- **Technology can be beneficial in creating greater access to CS and LMI, but the less experienced the client group is with the use of technology, the more focused the effort must be to ensure the technology is user friendly, accessible, well understood, and adequately supported. This must be factored into timelines for product development, testing and assessment.**
- **The SI pilot projects will provide direction to government regarding new models for training and career services.**
- **The SI pilot projects will provide direction to government regarding new models for training and career services.**

Timeliness

In each of the SI Program streams, it readily became apparent that the amount of time and capacity (including human resources) required to develop and implement the program was not fully appreciated in the initial stages.

In the W/S Program, insufficient allocation of program personnel, an inadequate application process, and lack of clear assessment procedures initially resulted in some delays in project approvals. Applicants expect reasonable timeframes for the assessment of, and feedback on, their proposals.

In the case of the LMI Program, initial timelines did not factor in the time involved in partnership development nor in the development of appropriate policies and procedures. This negatively impacted on the time available for project implementation.

In the CS Program, administrative delays resulted in shortened timelines for project implementation. The reduced time available for project development, implementation, and testing resulted from two factors: more time than expected was spent on developing the technology infrastructure required for new service delivery; and the community consultation process on which CS is built took longer than expected to complete.

Complex programs like SI require a pre-operational design and development phase that includes the establishment of realistic timelines and the allocation of appropriate resources. Future timelines for new initiatives based on joint venture approaches should also incorporate, as part of their planning phases, the establishment and building of partnerships and the implementation of new processes and procedures.

Flexibility

In all three SI streams, the benefit of evolving policies and procedures was the flexibility this provided. A certain amount of flexibility in regard to project timelines has been important in all three SI initiatives.

Standard Procedures

In all three of the SI Program streams, initial delays in approving and implementing projects were caused by undeveloped policies, procedures, and processes. These delays have caused some frustration for the SI staff as a whole, some stakeholders, and/or certain portions of the public. Because the initiatives are new to the province and because they involved both orders of government, many of the administrative policies and procedures had to be developed as the projects progressed within each stream. While the flexibility of this approach has been beneficial in many ways, it has also resulted in some uncertainties.

In the W/S Program, the lack of clear and concise written material contributed to a lack of applicant clarity around the criteria, the application process, and the timeframes involved in the assessment of, and provision of feedback for, proposals. Few policies and procedures were in place when the W/S Program began. Many of the administrative policies, procedures, reporting processes, and forms were developed or contributed by field staff of one or both orders of government to meet the needs of the W/S Program as it progressed. Incomplete procedures at the beginning contributed to delays and frustration for W/S applicants and staff. Policies and procedures drawn from each order of government were contradictory at times. This resulted in challenges for each order of government to adapt its policies to facilitate innovative and flexible programming. Adaptation of policies in government is never a single-step process, so further delays often result.

A strength of the application process in the W/S Program was the introduction, at an early stage, of a concept paper which helped to clarify the innovation criterion. The concept paper streamlined the application process by reducing applicants' time requirements and by producing feedback from the W/S Program more quickly. However, a weakness of the application process was the key criteria of "innovation"; it was not clearly defined, thus causing some applicant confusion regarding eligibility.

Streamlining the application process and clarifying the definition of certain concepts, such as "innovation", would make the process easier for applicants of the W/S Program.

Likewise, in the LMI stream, incomplete policies and procedures contributed to delays in the overall implementation process and created some frustration. For

instance, contracts were perceived to move slowly through the system because there was no standardised format for required information. For LMI, staff saw the approval process identified in the Agreement as cumbersome and time-consuming. In addition, partners were unable to use the Labour Market Information gathered through the Labour Market Information SI pilots for annual planning purposes because policies and procedures for the release of documents and distribution of LMI products had not been developed and agreed upon.

In the CS stream, an initial lack of common understandings about administrative policies, procedures, and processes contributed to inefficiencies. The ability to develop and implement projects effectively and efficiently has sometimes been hampered by government administrative requirements that arose in the early stages of SI, and by uncertainties in the areas of technology infrastructure, official language requirements, and communication guidelines.

Two Orders of Government

The federal and provincial governments have worked together successfully at the operational level to increase co-ordination of services and reduce duplication. The relationship between them has been strengthened through SI, as both orders of government work as equal partners towards shared interests and common principles both in policy development and management areas.

In the W/S Program, many policies, procedures, reporting processes, and forms were developed or contributed by one or both orders of government to meet the needs of the program as it progressed. In the case of LMI, the required administrative time and resources have increased due to the necessity of going through both federal and provincial administrative processes, to move LMI projects through the system. The CS Program has also spent considerable time resolving issues that required multi-level approval, such as secondments or the application of Official Language policies.

SI contract discussions overlooked responsibilities for translation costs associated with complying with federal government requirements related to Official Languages. French translation of LMI products is regarded as a federal responsibility by the provincial government. The scope of web site translation requirements needs to be clarified.

It is anticipated that one focused and streamlined provincial training and employment skills development strategy, which includes access to employment opportunities and CS and LMI, will reduce duplication. However, during the transition period, the operation and involvement of two very separate bureaucracies will continue to take more time and resources than would be the case if only one order of government were planning and implementing the SI Program. In the future, when two orders of government which operate within two independent and distinct systems and

infrastructures, commit to co-ordinating and collaborating, ways must also be found to expediently co-ordinate the dual systems while maintaining and respecting their individual integrity.

3.2.3 Communication

KEY LEARNINGS

- **Communication with stakeholders through regular updates has kept people current with the progress of the new initiatives and the projects within them.**
- **External communication was effective in creating awareness and generating applications to the W/S and CS Program. Newsletters have been an effective form of communication to keep stakeholders updated on the project and product progress for each of the three SI Streams.**

Co-ordination

The W/S Program involved several meetings: Working Group meetings as required, monthly SI Co-chair meetings, weekly management team meetings, monthly approval committee meetings, and regular staff meetings.

The LMI initiative involved several working group meetings, as well as monthly SI Co-chair meetings.

In the CS Program, there was a series of Working Group meetings to discuss how funding for Career Services could be allocated within the province to best meet social and economic needs. There were regular meetings consisting of the project co-ordinator, the project managers, and the partner representatives. The purposes of these meetings were to update the Working Group members on the progress of the projects and to identify areas where additional support could be provided to pilot projects.

Communication with Stakeholders

The W/S Program found that appropriate communication with stakeholders increased their understanding of, and support for, the W/S projects. In addition to the regular meetings held in the W/S Program, a regular progress report was sent out to project partners, informing them of the project's progress. Partners engaged in specific pilots and labour market stakeholders were also able to communicate electronically through E-Mail and Extranet.

One way in which stakeholder communication could be improved is by better dissemination of new programs, such as W/S, to be given to the community service agency staff. This could be accomplished through presentations as well as other mechanisms. Better dissemination of information would enable community service agencies to promote the program and effectively answer any public inquiries they receive.

The LMI Program found that some stakeholders expressed an interest in receiving more regular updates on labour market information research findings for certain projects, such as the Sector Studies. A document that summarises the LMI projects and identifies their respective client groups should be distributed to stakeholders, as this would assist in creating common understandings of the LMI initiative.

In the CS Program, each project had its own method(s) of communicating with stakeholders. In the Rural Project, weekly telephone contact and regular meetings were maintained between two half-time project facilitators. The Northern Project effectively used memos for updating the information officers. Lastly, the Regina Project published a newsletter to keep those interested informed.

Public Awareness and Relations

The W/S Program directed the following forms of communication to the general public:

- news release announcing the W/S Program in January 1996;
- press conference news release and reception in December 1996 to update the public on project progress;
- a toll-free number for more information;
- bilingual advertisements in newspapers across Saskatchewan;
- letters and information to potential sponsor organisations and industry associations;

- communication through existing government structures and municipal governments;
- word-of-mouth promotion;
- presentations by W/S staff to various interest groups;
- presentations to staff at some HRDC offices; and
- July 1997 news release announcing additional projects.

In addition, the W/S Program sent a newsletter entitled "Work/Study Update" to partners and other stakeholders. The tremendous response from potential applicants to external communication about the W/S Program indicates strong receptivity to this type of training initiative and can be taken as an indicator of the effectiveness of the communication strategies used.

The project co-ordinator of the LMI initiative began circulating the "LMI Update" newsletter to keep Working Group members informed on the progress of pending and approved projects. Because it was so successful at keeping people informed, it was later expanded to both W/S and CS. In fact, circulation of the newsletter was expanded to include all SI staff and, later, PSEST executive directors, and others. In addition, communication plans are to be developed during the next phase to create user awareness of the various LMI products.

In the CS Program, Working Group members and other stakeholders were kept apprised through the "Career Services Update" newsletter and through presentations at meetings. Because the Working Group members represented career service providers throughout Saskatchewan, informal word-of-mouth communication generated substantial interest. After the terms of reference for the projects were developed, requests for proposals were sent to stakeholders involved in career services delivery.

Communication Strategy

In the W/S Program, the federal and provincial governments jointly developed the communication policy in order to reflect a common message. The project officers worked with the project sponsors to ensure that their external communication adhered to the policy. Communication should be directed towards the public only after the administrative infrastructure is in place to respond to all inquiries. Therefore, the timelines for new programs should incorporate sufficient pre-operational time to develop a communication strategy in order to have it in place when necessary.

In the LMI Program, a communication specialist has been hired to assist in developing and implementing a communication strategy. A marketing strategy is also being developed to inform the general public of the Saskatchewan Partnership Web site, which is a provincial initiative.

For the CS Program, communication must also be co-ordinated with the Saskatchewan Training Strategy in order to present consistent messages to the public and to help improve service to clients. CS projects will have the support of the new SI Information Officer in co-ordinating communications and ensuring that CS communications comply with federal and provincial government guidelines.

3.3 PROGRAM SUCCESS

3.3.1 Partnerships

KEY LEARNINGS

- **The development of new partnerships and the strengthening of previous partnerships have been challenging, but worthwhile. Partnerships among labour market stakeholders have been more inclusive and collaborative than they were in the past.**
- **Partnerships have resulted in many benefits such as communication and information sharing, facilitating adaptation to change, leveraging resources for training to better meet client needs and to develop more comprehensive information; reducing duplication in collecting information; and increasing linkages between training and employment through the involvement of employers.**
- **Time, resources, and energy are required to establish partnerships and develop effective relationships. This must be taken into account in program budgets and timelines. Compromises are required when partners have different priorities, styles, and approaches.**
- **Effective communication with partners, including consultation, feedback, and follow-up, is critical to ensure that they are able to overcome partnership challenges, to understand their roles and responsibilities, and to adjust to each other's communication and working styles.**

The Strength and Effectiveness of the Partnerships

In the three SI streams, all of the partners had to work together to find common ground and reach compromises. In addition, all three streams found that it takes a significant amount of time to establish partnerships and to obtain commitments from project partners. Therefore, it is important to allocate sufficient and appropriate human and financial resources to build partnerships, and significant time to build the trust that is needed for true partnerships to evolve.

In all three SI streams, the sustainability of the partnerships depends on the benefits and value partners receive, as well as on the level of commitment they make in terms of in-kind and financial resources.

Additionally, the Working Group members and other stakeholders have developed informal networks, shared existing information, and benefited from the access to new information in all three streams.

In the W/S Program, existing partnerships have been strengthened. Project sponsors had to develop their partnerships before applying to the W/S Program. Partners are contributing to training through in-kind contributions, such as unpaid work and/or the donation of equipment, facilities, and other non-financial contributions, as well as financial contributions. Education and training institutions are working more co-operatively with industry to develop and deliver training for long-term employment. Employers are making commitments to actively train employees. Organisations are working together and managing their workloads through partnering. Partnerships are developing new approaches to deliver apprenticeship training. Some organisations are working together to deliver training even though their W/S projects were not approved. In some instances, partnering agencies that were expected to provide participant financial support were not engaged early enough in project development to ensure their participation. This led to circumstances where income support for participants was unavailable and is an issue which warrants attention in future, similar programs.

The partnerships in the LMI initiative have created a better understanding for the partners about each other's labour market information requirements. The networks that developed have increased partner collaboration on projects other than SI. Relationships among partners are more trusting and less adversarial. In particular, the Sector Studies are helping to strengthen partnerships between industry and training institutes, which will contribute in the long term to training that more closely matches job requirements.

Some of the challenges that the LMI initiative's partnerships have had to overcome are:

- Establishing communication protocols;

- Developing common understandings and levels of knowledge about LMI issues, approaches and priorities;
- Overcoming differences in the approaches originally undertaken by the partners;
- Understanding partner organisations' communication and working styles; and
- Implementing compatible technological tools and support systems.

In the CS Program, innovative partnerships have been established, and in cases where the partnership already existed, formalised. The new partnerships have a learning curve regarding the organizational and communication channels of each partner organisation. This lengthens the time required for all partners to become comfortable with one another and establish the synergy of an effective working relationship.

A Broad Perspective

In all three streams, the broad perspective brought by the various representatives of partnering organisations and other stakeholders enhanced the projects. In W/S, this broad perspective increased the effectiveness of the training projects. In CS, the partnerships' global view ensured that rural and northern needs, as well as urban needs, were kept at the forefront. In LMI, the many different perspectives of the stakeholders allowed a common service delivery model to address diverse needs.

Increased Access

In all three SI streams, the access to available resources has improved. In the W/S Program this means that individual training projects have better access to resources. In the LMI initiative, partners have increased access to technical expertise and to identical information through co-ordinated databases. Both programs are expected to increase efficiency. In the CS Program, technology is being used to provide career services to people who previously did not have access to them. The multi-media focus and linkages among partners via WAN and Internet technology is viewed as an effective and innovative method for collecting and delivering career services to a wider audience dispersed over large geographic areas, particularly in rural and northern Saskatchewan. Increased use of, and encouragement to use, the latest technology is an advance for career service providers and clients. Continued development and updating of the technology will play a critical role in sustaining and enhancing dissemination of career services information to this wide audience.

Leveraging Costs and Reducing Duplication

The fact that partners in the SI streams are working collaboratively rather than independently in their efforts to meet labour market needs, is expected to reduce duplication. Partnerships are able to lever existing resources to offer on-the-job training. If industry is willing to take on more responsibility for training and to update equipment, there is vast potential for cost-savings on equipment, facilities, and/or materials for educational and training institutes.

In the CS Program, the use of technology to disseminate career services information to career service providers and client/target market groups has been challenging. Over the long term, it is expected to be beneficial by improving access and efficiency as well as reducing waste and duplication.

3.4 PROGRAM COST-EFFECTIVENESS

3.4.1 Finance

KEY LEARNINGS

- **Adhering to a policy which maximizes funding allocation to projects at the expense of adequate administrative capacity may not be the most efficient approach to establishing innovative projects which specifically target a partnership approach.**
- **The level of time and human resources required to develop and implement the program was not fully appreciated in the initial stages. As a result, several issues resulting from administrative resource constraints had to be overcome, which has had a negative impact, in some cases, on the speed and efficiency with which projects could be implemented.**
- **Programs based on partnerships can lever significant contributions in cash and in-kind to supplement public funding. To be sustained and effective, partnerships require attention, good communication mechanisms and strategies, the building of strong relationships and adequate staff to facilitate them, especially during the developmental phases.**

Resources

Many of the traditional administrative costs have been contributed and/or absorbed by the partners. For example, program design was done with stakeholders on their own time and at their own expense. The federal/provincial management of the SI Program has been accomplished by existing staff members who have other primary job duties and responsibilities. Required equipment and office space has been contributed by the province. The costs for administration and start-up have been more than the amount that was initially budgeted. An appropriate level of human and financial resources is needed to ensure timeliness and effectiveness to meet client expectations for quality service.

The LMI Initiative Working Group has not been able to pursue all of the projects suggested by stakeholders because of limited time and resources. In light of the limited resources that were allocated for co-ordination and management, LMI has accomplished a substantial amount of work in a short period of time. Additional resources would increase the ability to manage and implement projects on a timely basis. LMI projects are being designed to minimise future updating costs in the area of the pilot should it be continued and/or integrated into the overall LMI system which the province operates.

In the Career Services Program, resources and funds were committed to ensuring that the needs assessment process could be completed by each of the pilot projects. However, the amount of time and level of human resources required to use this approach within a community partnership context, and subsequently, to implement pilots, was not fully appreciated.

Partners

Partner organisations in the W/S Program absorbed the costs incurred by the W/S Working Group members, who contributed their time and took on tasks associated with the Working Group in addition to their existing duties.

Partner organisations in the LMI and the CS streams contributed human and financial resources that leveraged the funding provided by SI.

Funding Allocations

A total of $5,916,771 was allocated for W/S projects. Of this amount, $4,190,208 (70.8%) was committed to approved projects as of September 17, 1997. Sponsor and partner contributions (approximately 58% of the total value of approved pilot project training funding of $9,968,451) demonstrate how SI funding succeeded in levering significant contributions to supplement public funding. Partner contributions

have benefited W/S projects. The model developed through W/S partnerships approach is a positive and effective one.

A total of $2,200,000 was identified in the SI Contribution Agreement for the LMI stream. As of September 1997, nineteen projects had been approved, with a total contracted value of $1,530,500. The working group has prioritised requirements for LMI products and balanced identified needs within the available budget. Their process was facilitated by the LMI Project Co-ordinator's initial estimates of appropriate funding allocations for specific LMI projects.

In CS, each of the three projects received $1 million and was responsible for determining funding allocations within this budget for both the pre-operational and operational phases. In future initiatives, when allocating funds, the differences within regions and geographic distances should be considered. Costs to operate a partnership model in rural and northern areas are greater and need to be factored into funding formulas.

Flexibility

In each of the three streams, the development of policies and procedures as the initiatives evolved helped build in a level of flexibility in meeting program requirements.

The W/S Program provides its share of project funding in advance in order to cover expenses projected for the first three months of the pilot projects. Project sponsors submit financial statements for which they are reimbursed based on a work payment and milestone achievement schedule. W/S project officers verify expenditures by examining bills, cheques, and other financial information during site visits every three months. The project officers allow for some flexibility in terms of timelines for the remittance of monthly financial statements from project sponsors.

In terms of flexibility, the LMI initiative has been able to provide funding, as needed, once actual costs have been determined. This makes the funding allocation process effective. As already stated, each CS Program received a set allocation total. Projects were allowed to carry excesses or apply shortfalls which may have arisen during the pre-operational phase of the project to their respective operational budgets.

The forthcoming summative evaluation will assess the impacts of the SI Program, while this portion of the formative evaluation has assessed the cost effectiveness of the development phase of the program.

4.0 COMMON RECOMMENDATIONS IN ALL THREE SI STREAMS

The following are recommendations for all three SI streams:

1. Identify best practices of the pilot projects as soon as possible and recommend a plan that outlines how the successful innovations will be integrated into current and future education and skill training programs in Saskatchewan.

2. Continue efforts to ensure that the Strategic Initiatives Database/Tracking System is functioning properly and meeting its mandate to monitor the progress of projects and/or provide activity reports for timely decision-making. In the future, appropriate human resources must be allocated to systems development; procedures must be in place to minimise any duplication in efforts; and adequate staff training must be provided to ensure the information systems' effectiveness.

3. Prior to program announcement and initiation, any future joint initiatives should incorporate a pre-operational design and development phase with timelines and resources (human and financial) for the following activities:

   - development of partnerships;
   - use of focus groups with stakeholders to provide input into program design;
   - development of common visions and objectives;
   - development of detailed but flexible policies, procedures, and processes;
   - identification, development, and implementation of tracking system and monitoring requirements;
   - development of evaluation protocols, criteria and mechanisms;
   - development of a communication strategy; and
   - development and implementation of training program(s) for staff.

4. When working with two orders of government which operate within two independent and distinct systems and infrastructures, effective co-ordination and collaboration can only be achieved by identifying ways to integrate the dual systems without compromising their individual system integrity.

5. Identify opportunities, including participation in focus groups or workshops, for increased involvement of industry, community-based organisations, and other government departments in the development of future training and employment programs. Ensure non-government partners are able to participate in workshops and other activities and, when necessary, subsidise expenses.

6. Encourage the involvement of funding and training partners in the developmental stage of individual projects to ensure co-ordination of activities. Continue to seek opportunities to involve representatives from each of the target groups identified in the Strategic Initiative principles.

7. Ensure significant time and resources (human and financial) are provided to establish true partnerships and to develop relationships at the community level and between federal/provincial government departments and agencies, industry, and community-based organisations. Continue to strengthen these partnerships.

8. Develop a communication strategy for each of the three streams that takes into account each one's specific communication requirements. Generally, this involves communication that maximises awareness of the SI stream and the progress of the projects within it for users and potential users; transmits clear and consistent messages and guidelines; and encourages co-operative working relationships among project partners.

9. Ensure that a program evaluation component is included at the onset of newly designed programs. Prior to program initiation, it would be helpful to develop evaluation criteria, database/tracking system requirements, expectations, performance measurements and benchmarks. A preliminary framework document was developed, however, as a result of urgency of implementation, inadequate and incompatible information and benchmarks resulted in direct correlation and translation of framework document into action.

10. Continue efforts to refine reporting and monitoring forms to streamline the process and increase consistency.

11. Continue to monitor requirements for administrative resources and allocate funding as required for efficient and effective service.

12. Continue to monitor and link the development of LMI products, in conjunction with Career Services, and strengthen the linkage between the two streams at all levels.

13. Continue efforts to identify the scope of translation requirements for LMI products and a cost-effective solution to adhere to federal government policies for Official Languages. Incorporate implications of the federal government's commitment to official languages in future partnership agreements between the federal and provincial governments.

14. Ensure the results of the Strategic Initiatives pilot projects are included in the development work with respect to future labour market programs and services developed under the Canada Saskatchewan Labour Market Development Agreement.

APPENDIX ONE: ROLES AND RESPONSIBILITIES

Roles and Responsibilities

In the Work/Study program, there are four roles/mechanisms that function to carry out various tasks and responsibilities.

- Program Manager

  - oversees the application, selection, development, implementation, and monitoring of the W/S projects;
  - communicates with community stakeholders, government representatives, SI Co-chairs, and other SI streams;
  - supervises Project Officers; and
  - monitors Project Officers.

- Project Officers

  - promote the program;
  - assist in the development and review of proposals;
  - negotiate and contract with applicants;
  - perform activity and financial monitors; and
  - authorise payments in accordance with contracts.

- The Work/Study Management Team (Co-chairs and Program Manager)

  - screening concept papers; and
  - identifying innovative features and minimum criteria for concept papers and applications.

- The Work/Study Approval Sub-committee (Co-chairs, Program Manager, and one representative each from both the federal and provincial governments)

  - approving projects that incorporated innovation and adhered to other Work/Study and Strategic Initiative criteria.

- For the Labour Market Information initiative, a **Project Co-ordinator** was hired to perform the following tasks:

  - keep stakeholders updated; and
  - oversee the administration and management of all LMI projects.

The co-ordinator's actual job responsibilities varied from the written job description in order to meet the evolving job requirements. In order to ensure the timely completion of tasks when limited resources were available for administration, the co-ordinator continued to take on additional responsibilities.

The Labour Market Information initiative established **19 Sub-groups (one for each project)**, each consisting of volunteer Working Group members and having at least one Co-chair. The Sub-groups handled the following responsibilities:

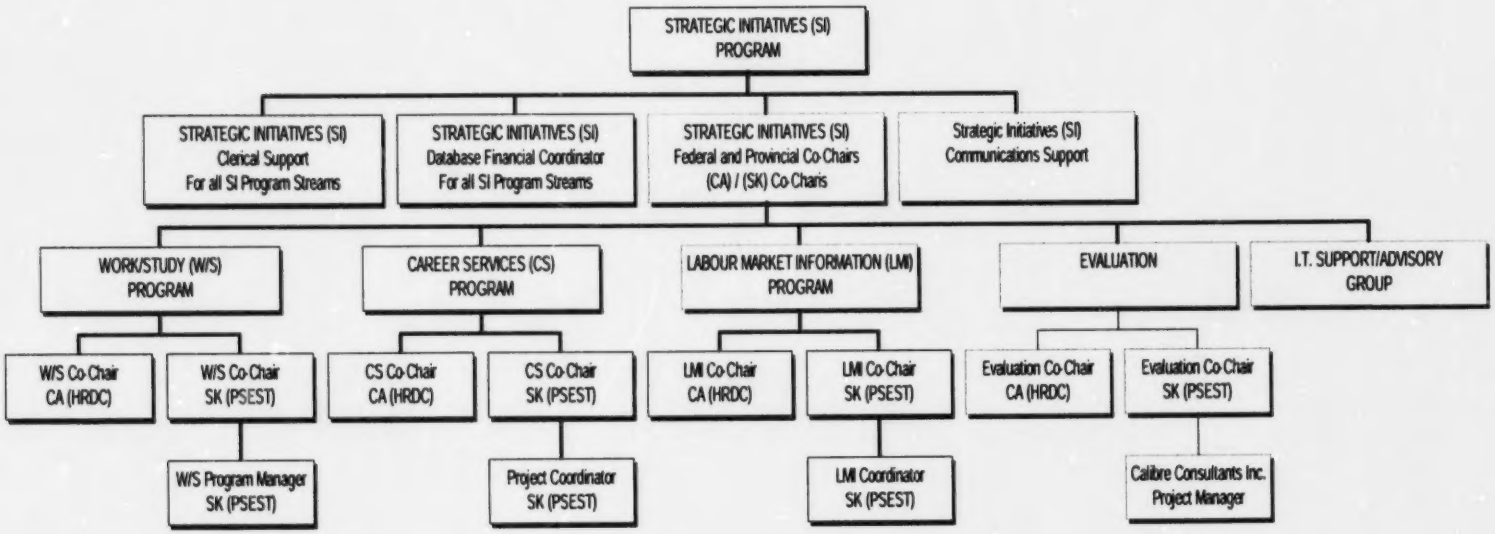
- determining the specific project's objectives;
- developing both the terms of reference and the timelines to reach the objectives;
- reviewing the project proposals that were tendered; and
- choosing the contractor.

For the Career Services program, the **Project Co-ordinator** was responsible for completing the following tasks:

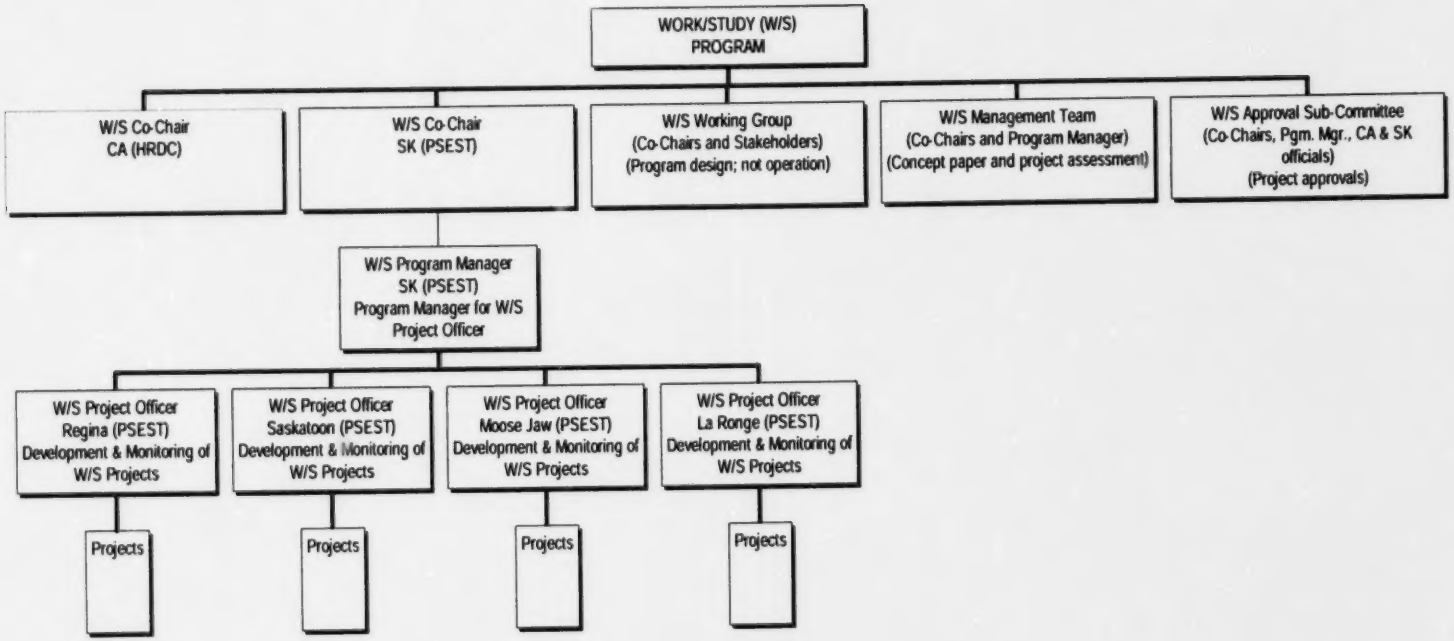
- co-ordinating and administering the three projects;
- working at efficient co-ordination and communication with Co-chairs, project managers, project facilitators, and others; and
- making the three projects more efficient and effective.

APPENDIX TWO: ORGANIZATIONAL CHARTS FOR THE STRATEGIC INITIATIVES PROGRAM AND ITS THREE STREAMS

STRATEGIC INITIATIVES (SI) PROGRAM
Organizational Chart


STRATEGIC INITIATIVES (SI) PROGRAM
STRATEGIC INITIATIVES (SI) Clerical Support For all SI Program Streams
STRATEGIC INITIATIVES (SI) Database Financial Coordinator For all SI Program Streams
STRATEGIC INITIATIVES (SI) Federal and Provincial Co-Chairs (CA) / (SK) Co-Chairs
Strategic Initiatives (SI) Communications Support
WORK/STUDY (W/S) PROGRAM
CAREER SERVICES (CS) PROGRAM
LABOUR MARKET INFORMATION (LMI) PROGRAM
EVALUATION
I.T. SUPPORT/ADVISORY GROUP
W/S Co-Chair CA (HRDC)
W/S Co-Chair SK (PSEST)
CS Co-Chair CA (HRDC)
CS Co-Chair SK (PSEST)
LMI Co-Chair CA (HRDC)
LMI Co-Chair SK (PSEST)
Evaluation Co-Chair CA (HRDC)
Evaluation Co-Chair SK (PSEST)
W/S Program Manager SK (PSEST)
Project Coordinator SK (PSEST)
LMI Coordinator SK (PSEST)
Calibre Consultants Inc. Project Manager

WORK/STUDY (W/S) PROGRAM
Organizational Chart


WORK/STUDY (W/S) PROGRAM
W/S Co-Chair CA (HRDC)
W/S Co-Chair SK (PSEST)
W/S Working Group (Co-Chairs and Stakeholders) (Program design; not operation)
W/S Management Team (Co-Chairs and Program Manager) (Concept paper and project assessment)
W/S Approval Sub-Committee (Co-Chairs, Pgm. Mgr., CA & SK officials) (Project approvals)
W/S Program Manager SK (PSEST) Program Manager for W/S Project Officer
W/S Project Officer Regina (PSEST) Development & Monitoring of W/S Projects
W/S Project Officer Saskatoon (PSEST) Development & Monitoring of W/S Projects
W/S Project Officer Moose Jaw (PSEST) Development & Monitoring of W/S Projects
W/S Project Officer La Ronge (PSEST) Development & Monitoring of W/S Projects
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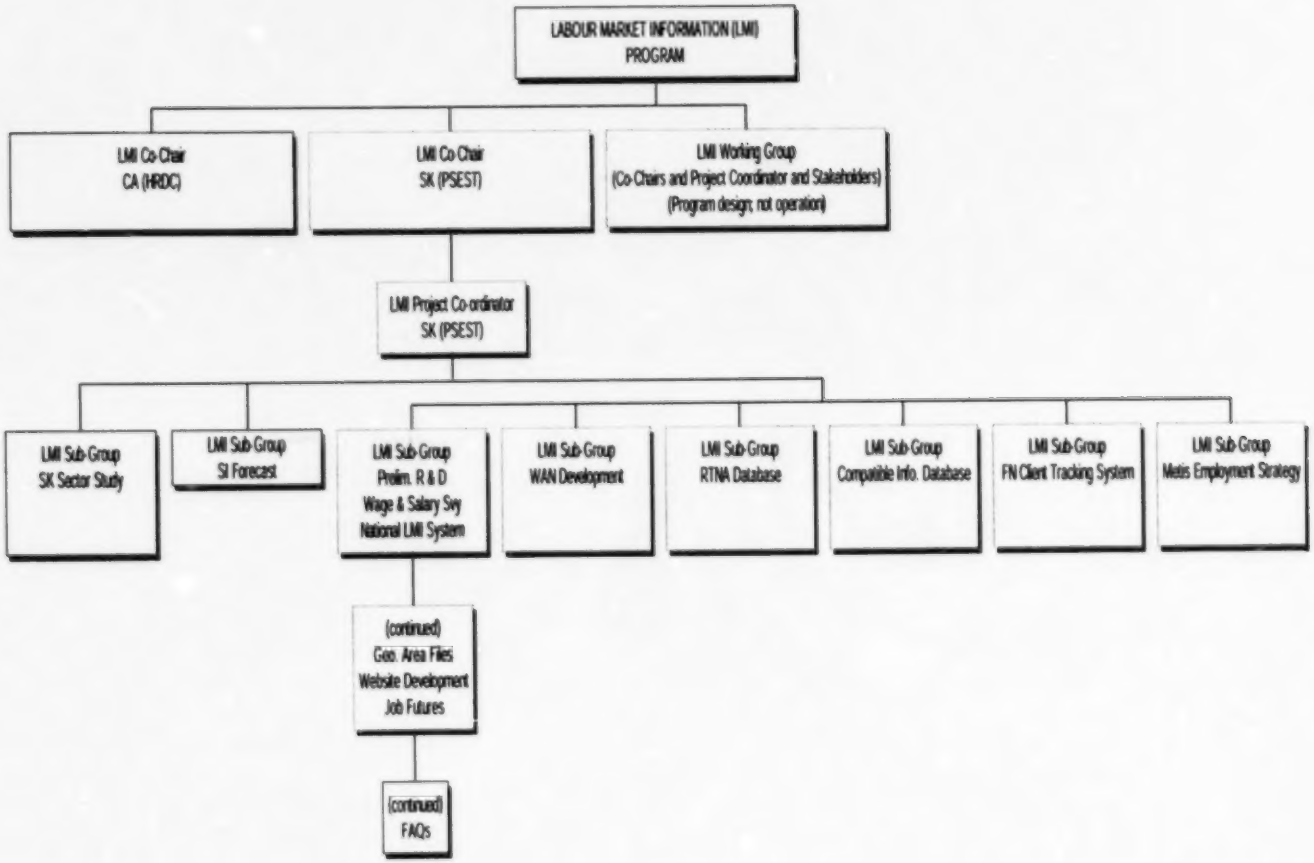
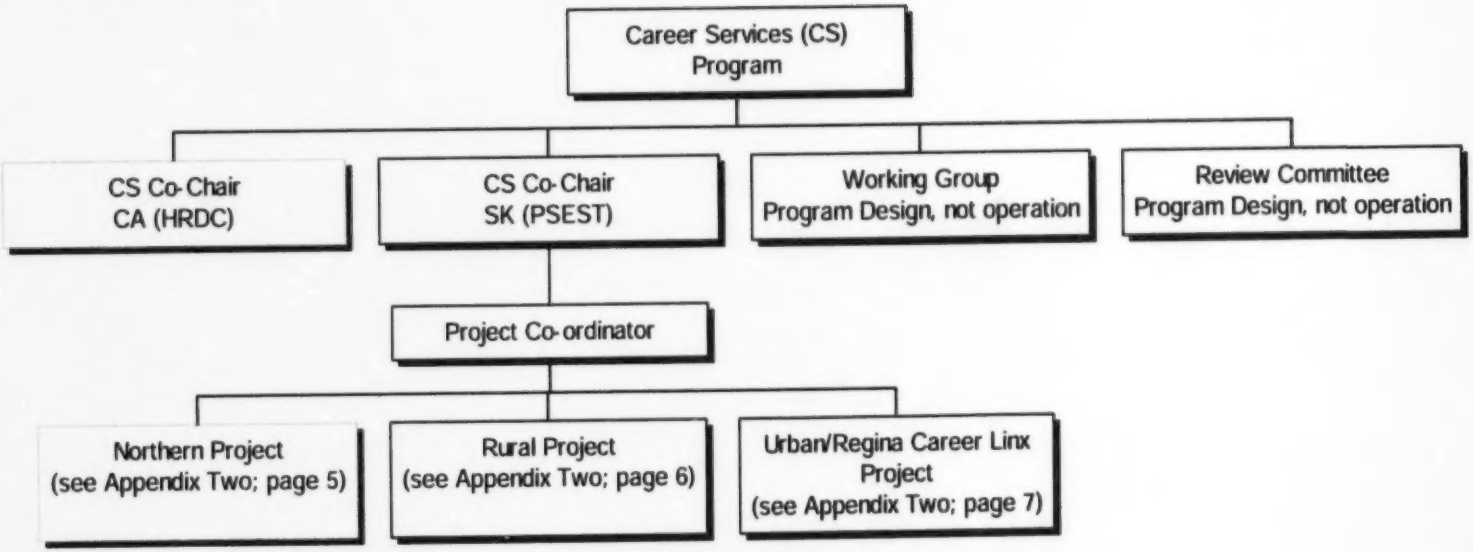
LABOUR MARKET INFORMATION (LMI) PROGRAM
Organizational Chart


LABOUR MARKET INFORMATION (LMI) PROGRAM
LMI Co-Chair CA (HRDC)
LMI Co-Chair SK (PSEST)
LMI Working Group (Co-Chairs and Project Coordinator and Stakeholders) (Program design; not operation)
LMI Project Co-ordinator SK (PSEST)
LMI Sub-Group SK Sector Study
LMI Sub-Group SI Forecast
LMI Sub-Group Prelim. R & D Wage & Salary Svy National LMI System
LMI Sub-Group WAN Development
LMI Sub-Group RTNA Database
LMI Sub-Group Compatible Info. Database
LMI Sub-Group FN Client Tracking System
LMI Sub-Group Metis Employment Strategy
(continued) Geo. Area Files Website Development Job Futures
(continued) FAQs

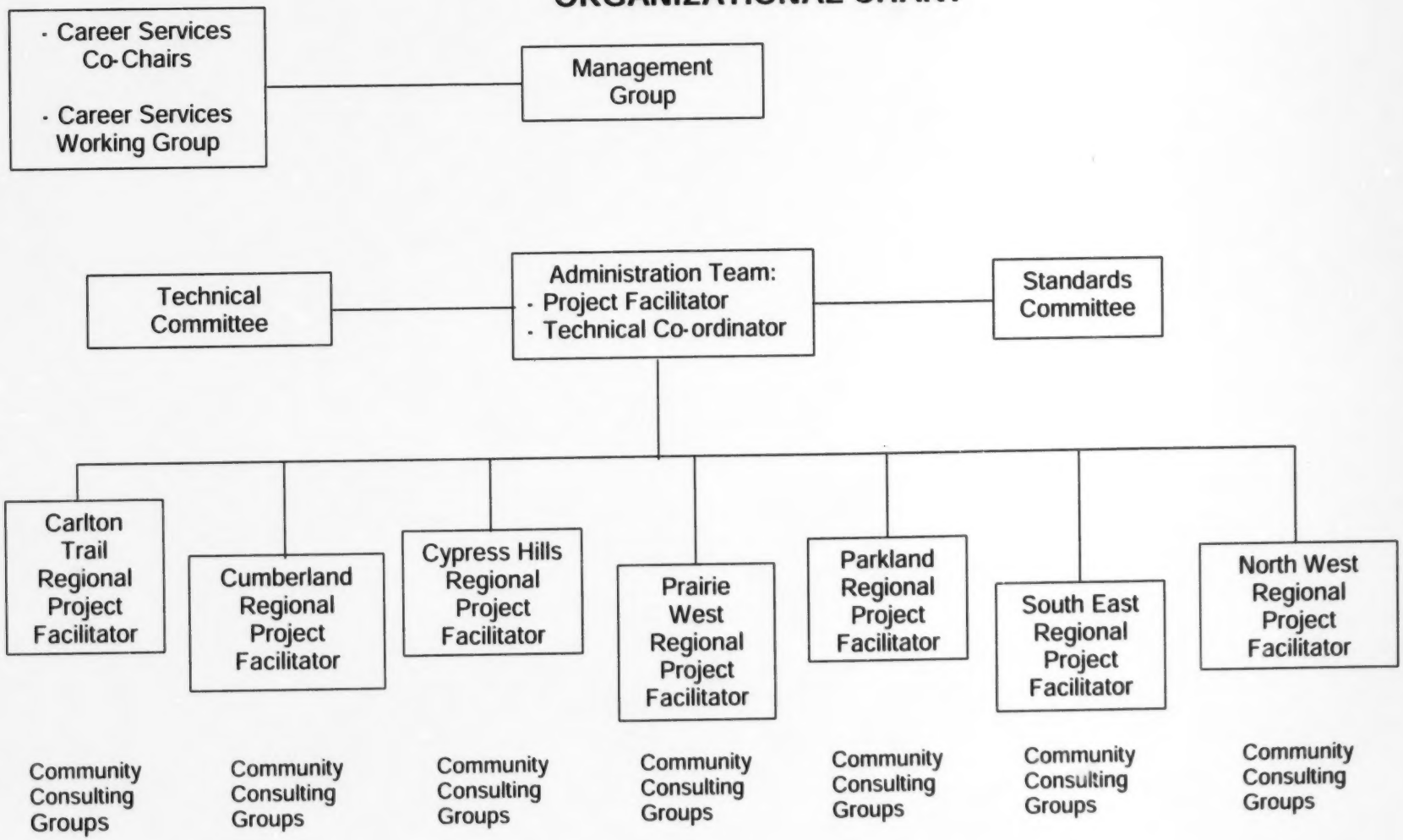
CAREER SERVICES (CS) PROGRAM
Organizational Chart


Career Services (CS) Program
CS Co-Chair CA (HRDC)
CS Co-Chair SK (PSEST)
Working Group Program Design, not operation
Review Committee Program Design, not operation
Project Co-ordinator
Northern Project (see Appendix Two; page 5)
Rural Project (see Appendix Two; page 6)
Urban/Regina Career Linx Project (see Appendix Two; page 7)

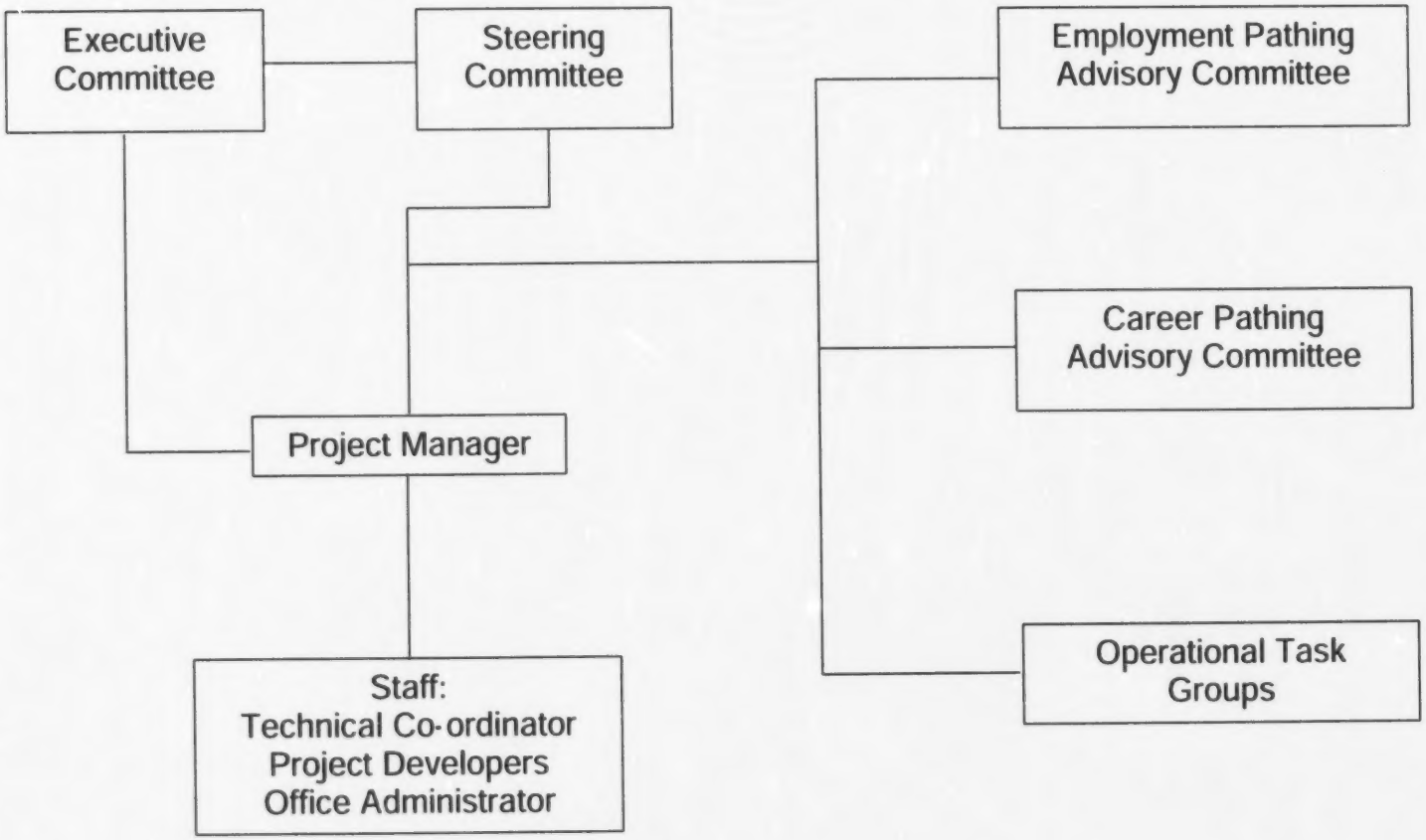
CS NORTHERN PILOT PROJECT
ORGANIZATIONAL CHART

Keewatin Career Development Corporation
BOARD MEMBERS
- Athabasca First Nations
- Dumont Technical Institute
- Ile-a-la-Crosse School Division
- Jim Brady Development Corp.
- Meadow Lake Tribal Council
- Methy Pathways
- Northcote Métis Pathways
- Northern Lights School Division
- Northlands Regional College
- North West Region 3 Pathways
- Woodland Cree Enterprises
Project Manager

CS RURAL PROJECT ORGANIZATIONAL CHART



CS URBAN/REGINA CAREER LINX
PILOT PROJECT
ORGANIZATIONAL CHART



APPENDIX THREE: STRATEGIC INITIATIVES PRINCIPLES AND THE OBJECTIVES OF THE THREE STREAMS: WORK/STUDY, LABOUR MARKET INFORMATION AND CAREER SERVICES

THE PRINCIPLES OF STRATEGIC INITIATIVES AND THE OBJECTIVES OF THE THREE STREAMS: WORK/STUDY, LABOUR MARKET INFORMATION, AND CAREER SERVICES

To provide linkage of programs and services to local and provincial social and economic needs.

The Work/Study Program

- Labour market partners were advisors in program design.
- Projects were identified through a bottom-up approach.
- Projects must show linkage with employment opportunities and labour market need.
- Communities throughout Saskatchewan are expected to benefit.
- Expected to be particularly useful in the north.
- 47 projects approved including seven pre-operational projects.

The Labour Market Information Program

- The members of the LMI Working Group represented a diverse cross-section of agencies and government departments, which use LMI at various levels and/or have clients that use LMI. The LMI Working Group had structured discussions to consult with other organisations, determine priority LMI needs, and provide input and propose project ideas to meet identified LMI gaps.
- A consultant was contracted to conduct a needs assessment on the following four potential LMI projects: wage and salary information; events affecting the labour market; Saskatchewan working conditions databases; and Saskatchewan Job Futures. The needs assessment involved interviewing key informants who would use the LMI generated by these projects.
- Research conducted through the pre-operational phase of the Career Services Strategic Initiative program also identified some of the LMI requirements of job seekers, counsellors, and employers. This research was shared with the LMI Working Group members and the LMI Project Co-ordinator.

- The evaluators conducted six focus groups with job seekers, employers, counsellors, Career Service representatives, Working Group members, and policy makers. The focus groups confirmed the importance of, and the need for up-to-date, detailed, labour market information being collected. The focus group also identified current uses of LMI, perceived gaps in LMI, and preferred formats for and access to LMI.

The Career Services Program

- Needs assessments have been conducted by all three Career Services' projects and workplans have been developed to meet the identified client needs.
- The CS Rural Project conducted a telephone survey of 303 rural residents and conducted five focus groups representing target groups in rural communities. The project also surveyed almost 60 practitioners in the field of career counselling in the regional colleges, and developed a career service inventory for services offered in each of the regional college areas.
- The CS Northern Project conducted 943 surveys of northern residents and developed a profile of client workforce needs. A conceptual delivery model was then developed by a team of career service experts. The model was analysed and critiqued by KCDC Board staff and northern career counsellors, and adopted as the basis for the project.
- The Regina Career Linx Project, which primarily serves the general public of Regina, conducted almost 1200 telephone surveys of residents and businesses in Regina, and held two focus group sessions representing target groups. The project also examined existing career service delivery for the three sponsoring partners, performed literature and technology reviews, and examined the local labour market to develop the implementation plan.

To provide enhanced labour market opportunities for employment equity group members, including aboriginal people, persons with disabilities, women, visible minorities, social assistance recipients, and youth.

The Work/Study Program

- Involvement of target groups in Working Group.
- Information provided to target groups.
- W/S stream for increased access to training for target groups. Several projects approved in this area.
- Goals to achieve target group participation representative of working age population.
- Target group participation considered in project approval.

The Labour Market Information Initiative

- LMI Working Group includes target group representation through SLFDB and Métis Nation and First Nations representatives.
- Projects for Métis Nation people and First Nations people.
- Better access for target groups (e.g., persons with physical disabilities).
- Comprehensive tracking of LMI by target groups, which leads to better policies and directed training.
- Counsellors will have access to better information for disadvantaged clients.

The Career Services Program

- Each of the three CS projects have targeted different groups as their primary client group(s). The CS Rural Project has targeted job seekers, counsellors, businesses, educational institutes, and other clients in communities outside of Saskatoon, Prince Albert, Moose Jaw, and Regina as their primary clients. The inclusion of input from all target markets during the developmental phase of the project ensures that the end results closely match the needs of the users.
- The CS Northern Project has identified residents and businesses in northern communities the primary target market of this project. The Keewatin Career Development Corporation, a partnership of First Nations and Métis Nation organisations, K-12 school divisions, and Northlands College, was established to manage the project, providing the project with a wide base of support in northern communities.
- The Regina Career Linx project has identified job seekers and employers within Regina as their primary customer groups, and has further differentiated customers by the amount of support and guidance that each will require. The project has received input from a community advisory group that represents various interest groups within the city to ensure that the project meets the needs of its customers.

To provide improved service to clients.

The Work/Study Program

- Work/Study is providing a more seamless and stronger link between training and employment.
- Improved access to training.
- Higher quality training and synergy resulting from partnerships.

- Meeting specific training needs of employers and employees.
- New support services for trainees.
- Alternative and innovative training allowances for trainees.
- Education institutes are more responsive.
- Training through alternative trainers.
- Transferability of training skills and accomplishments.

The Labour Market Information Initiative

- More comprehensive LMI.
- More up-to-date LMI.
- Improved access to LMI.
- More informed decision-making.
- Matching of employers and employees.
- Increased accountability.

The Career Services Program

- CS projects will provide more accessible and comprehensive career and labour market information to clients.
- The CS Rural Project links the regional colleges to provide better co-ordination of services and opportunities to network, which increases the shared resource base that each college can access to improve service delivery in the area. Promotion of multi-media career service and labour market information tools in rural communities will increase the accessibility of products to rural residents. An on-line counsellor will be available to assist users, but the software is designed to ensure that novice users can find the information they require.
- The CS Northern Project uses electronic means to link outreach and guidance counsellor personnel in northern communities. These trained resource people disseminate career services information to northern residents in their communities. CS providers will be able to access LMI or CS information more quickly via computer and thus better serve northern residents and industry.
- The Regina Career Linx Program will establish a new electronic network to support career service products (Career Pathing, Employment Pathing, and Job Matching). The content of the Web site will be locally based and relevant and will provide links to other related sites. Products will be like "living tools", emphasising human interaction.

To enhance advisory roles for labour market partners and communities.

To achieve an appropriate balance in federal, provincial, community, and labour force adjustment programming, and ease in the transition from federal to provincial provision of training services.

The Work/Study Program

- Partnerships formed at the community level with training institutes and industry.
- CBO's have been beneficial. Strong networks will provide on-going benefits.
- Partners are adapting to change.
- New partnerships developed.
- Previous partnerships strengthened.
- Employers are becoming more active training partners.
- CBO's are managing workloads through partnering.
- Apprenticeship is benefiting through partnerships.
- Educational institutes are working with industry.
- Diverse organisations and a variety of perceptions are enhancing training programs.
- Access to a variety of resources including up-to-date equipment.
- Broad support will increase resources and the likelihood of continuing the training project.

The Labour Market Information Initiative

- Development of informal networks to share existing information.
- Relationships are more collaborative. Partners are working together to reduce duplication of data gathering.
- Increased understanding among partners of each other's LMI requirements.
- Relationships are less adversarial and more trusting.
- Long-term benefits expected: partners contribute unique strengths and human resources to meet common goals.
- Sustainability will depend on net positive benefits and commitments.

The Career Services Program

- New partnerships have been established through the Career Services Working Group.
- Co-operation and collaboration between the three CS projects is taking place in regard to web site development and other areas of co-ordination.
- Partners brought together under the three projects are effectively sharing information and resources and are working together to resolve common areas of concern apart from the project.

To increase federal-provincial co-ordination in training, employment, community, and labour force adjustment programming, and ease in the transition from federal to provincial provision of training services.

The Work/Study Program

- Relationships have been strengthened through working towards shared interests.
- W/S is expected to ease the transition towards increased provincial responsibility for labour force development by creating programs and organizational structures.
- SI is providing a model that will inform a federal-provincial labour market agreement.
- SI will provide information that may influence policies for future training in Saskatchewan.

The Labour Market Information Initiative

- Foundation established for continuing to work together.
- Saskatchewan developing an infrastructure that will assist in fulfilling a new role of providing LMI under the Provincial Training Strategy.
- Seamless connection of national and provincial LMI systems.
- HRDC will implement a good national system based on good provincial systems.
- Less duplication expected in data collection.

The Career Services Program

- The CS projects have incorporated different federal and provincial government perspectives regarding what the projects are to accomplish. The province's emphasis is to use Strategic Initiatives to expand Career Services as part of the Provincial Training Strategy. The federal government's emphasis is to use Strategic Initiatives as a development tool to test pilot projects.
- The pilot projects are testing new structures for better co-ordination and less duplication of provincial and federal career services.
- The CS Rural Project has unified all orders of government and the regional college system in pursuit of three shared goals: accessibility, comprehensiveness, and co-ordination.
- The CS Northern Project is fostering closer ties between provincial and federal agencies in the north.
- The Regina Career Linx Project sponsors have developed effective working relationships to establish more co-ordinated and improved career service delivery in the community.

To develop innovative methods of meeting labour market requirements.

The W/S Program

- Innovation has been the primary W/S criteria. Flexibility is required to pilot new initiatives that will provide creative solutions to skills development and training requirements.
- "Innovations" are new to Saskatchewan and provide a learning opportunity for government.
- Successful approaches may be applied more broadly.
- Partners recognise the importance of encouraging innovation.
- Innovative approaches to training include:
  - delivery methods;
  - new curriculum;
  - work-based training rather than institution-based training;
  - alternative trainers;
  - new partnerships;
  - support services for trainees;
  - alternative training recognition and accreditation by industry;
  - career laddering;
  - innovative apprenticeship programs;
  - innovative multimedia; and

- timing of training to meet employer needs.

The Labour Market Information Initiative

- More comprehensive LMI including some new LMI products:
  - sector studies;
  - strategic initiatives forecasts;
  - First Nations Client Tracking System;
  - Métis Nation Employment Strategies; and
  - more inclusive and collaborative partnerships.

- Use of various technologies to communicate and share LMI:
  - Internet;
  - Extranet;
  - CITRIX;
  - WAN/LAN; and
  - multiple application databases.

The Career Services Program

- Career Services innovations include:
  - new partnerships;
  - use of the Internet/WAN;
  - linkages to LMI; and
  - computer-assisted career development.

- The CS Rural Project's concept of a one-stop career service centre linked to other community colleges is innovative. This use of shared resources through on-line counsellors ensures that client needs are addressed more effectively, allowing counsellors to offer services over a wider geographical area.
- The CS Northern Project has brought computers and computer training to the delivery of career services in the north. Electronic communication improves networking and increases awareness of employment opportunities.
- One of the innovations of the Regina Career Linx Project is to bring job seekers and employers together in co-ordinating career service delivery. Another innovation is the development of multi-media based products, which can be used by self-directed job seekers and employers. Innovations are also planned in the area of developing user-friendly labour market information that is relevant and accessible to local labour market participants.

To improve the efficiency and effectiveness of service including the elimination of duplication and waste.

The W/S Program

- Partners are collaborating rather than operating independently.
- Partnerships are leveraging existing resources.
- Potential for reduction in duplication as province assumes increased responsibilities for training.
- Transition period with involvement of both orders of government has required more time and resources for program planning and implementation.

The Labour Market Information Initiative

- LMI projects are being identified and developed within limited budgets and time constraints.
- LMI Working Group members contributed significant time on top of regular duties.
- LMI Co-ordinator has been effective in fulfilling responsibilities and providing a liaison role with stakeholders.

The Career Services Program

Strategic Initiatives administrative delays have resulted in shortened timelines for project implementation. Determining the actual long-term impacts of the CS projects will not be possible within the project time frames.

WORK/STUDY

SI Principles	W/S Objectives
Linkage with Social and Economic Needs • To provide linkage of programs and services to local and provincial social and economic needs	**Linkage with Social and Economic Needs** • To reduce the labour market supply and demand gap
Opportunities for Target Groups • To provide enhanced labour market opportunities for employment equity group members including aboriginal peoples, people with disabilities, women, visible minorities, social assistance recipients, and youth	**Opportunities for Target Groups** • To increase the access of equity group members, social assistance recipients and youth at risk to training that leads to quality sustainable jobs
Improved Service to Clients • To provide improved service to clients	**Improved Service to Clients** • To test new methods of training to provide new skills and long-term employment • To test the impact of enhanced support services for trainees • To provide work-based training that is recognised by industry • To provide work-based training that is portable
Partnerships and Federal/Provincial Collaboration • To enhance advisory roles for labour market partners and communities • To achieve an appropriate balance in federal, provincial, community, and business responsibilities for training • To increase federal-provincial co-ordination in training, employment, community and labour force adjustment programming, and ease in the transition from federal to provincial provision of training services	**Partnerships and Federal/Provincial Collaboration** • To test new community partnerships and approaches to skills development, work preparation and labour market services that lead to employment • To encourage employers to get more involved in the identification of training requirements, delivery and cost sharing • To get community-based organisations more involved in meeting training requirements • To increase employer partnerships in the application of competency-based training • To increase federal-provincial co-ordination training, employment, community and labour force adjustment programming, and ease in the transition from federal to provincial provision of
Innovations • To develop innovative methods of meeting labour market requirements	**Innovations** • To test approaches that link skills development and employment • To test innovation in partnerships, delivery methods, curriculum, and certification for training that leads to employment • To test the application of multi-media and other innovative training approaches • To test the effectiveness of various training support mechanisms on success rates for participants • To test a variety of training delivery methods, including training in the workplace • To test new ways of identifying and meeting skill development needs in small business • To test new ways of increasing opportunities for self-employment
Efficiency and Effectiveness • To improve the efficiency and effectiveness of service including the elimination of duplication and waste	**Efficiency and Effectiveness** • To achieve efficient and effective administration • To achieve efficient and effective use of resources

LABOUR MARKET INFORMATION

SI Principles	LMI Objectives
Linkage with Social and Economic Needs • To provide linkage of programs and services to local and provincial social and economic needs	**Linkage with Social and Economic Needs** • To identify and fill information gaps concerning employment demand, and supply and skill requirements by industry and occupation • To provide LMI by geographical area • To create an infrastructure that allows for the efficient distribution and sharing of information
Opportunities for Target Groups • To provide enhanced labour market opportunities for employment equity group members including aboriginal peoples, people with disabilities, women, visible minorities, social assistance recipients, and youth	**Opportunities for Target Groups** • To provide enhanced labour market information for employment equity group members including aboriginal peoples, people with disabilities, women, visible minorities, social assistance recipients, youth, and older displaced workers
Improved Service to Clients • To provide improved service to clients	**Improved Service to Clients** • To develop LMI data and networks • To develop appropriate access methods for database sharing and dissemination of LMI products • To provide students, job seekers and other individuals with appropriate information to make informed training and career decisions • To provide educators and training professionals with appropriate information about future job opportunities and skill requirements • To provide appropriate information on wages and salaries for various occupations in Saskatchewan • To provide improved identification of current and future trends and skills needed, by industry and occupation, for partners involved in planning and policy making
Partnerships and Federal/Provincial Collaboration • To enhance advisory roles for labour market partners and communities • To achieve an appropriate balance in federal, provincial, community, and business responsibilities for training • To increase federal-provincial co-ordination in training, employment, community and labour force adjustment programming, and ease in the transition from federal to provincial provision of training services	**Partnerships and Federal/Provincial Collaboration** • To establish a partnership among major labour market stakeholders in data collection, database development, information dissemination, and access to information • To provide information to increase federal-provincial co-ordination in training, employment, and community and labour force adjustment programming • To provide information to ease in the transition from federal to provincial provision of training services
Innovations • To develop innovative methods of meeting labour market requirements	**Innovations** • To test new partnerships, technologies, and methodologies involved in collecting, compiling, formatting, analysing, and disseminating LMI
Efficiency and Effectiveness • To improve the efficiency and effectiveness of services including the elimination of duplication and waste	**Efficiency and Effectiveness** • Achieve efficient and effective administration • To achieve efficient and effective use of resources

CAREER SERVICES

SI Principles	CS Objectives
Linkage with Social and Economic Needs • To provide linkage of programs and services to local and provincial social and economic needs	**Linkage with Social and Economic Needs** • To test new career services, with an emphasis on incorporating multi-media delivery options, in ways that meet the needs of the target markets • To explore a variety of community-based approaches for organising the delivery of career services that will meet the needs of many client groups in the community
Opportunities for Target Groups • To provide enhanced labour market opportunities for employment equity group members including aboriginal peoples, people with disabilities, women, visible minorities, social assistance recipients, and youth	**Opportunities for Target Groups** • To support equitable, flexible, and affordable access to a full range of career information, career guidance, career assessment, and support services
Improved Service to Clients • To provide improved service to clients	**Improved Service to Clients** • To support equitable, flexible, and affordable access to a full range of career information, career guidance, career assessment, and support services
Partnerships and Federal/Provincial Collaboration • To enhance advisory roles for labour market partners and communities • To increase federal-provincial co-ordination and collaboration in training, employment, and community and labour force adjustment programming • On-going commitment of federal and provincial funding to support jointly approved initiatives contained within the Agreement and timely sharing of funding information to support joint planning	**Partnerships and Federal/Provincial Collaboration** • To create linkages with local, regional, provincial, and national organisations which can assist in developing and delivering career services • To increase community collaboration in career services through the SI Federal/Provincial initiative • To increase Federal-Provincial co-ordination in training, employment, community and labour force adjustment programming, and ease the transition from Federal to Provincial provision of training services
Innovations • To develop innovative methods of meeting labour market requirements	**Innovations** • To implement and evaluate innovative career services • To use multi-media technology as a support system, promote self-sufficiency of users, and/or enhance the interaction of clients with counselling personnel
Efficiency and Effectiveness • To improve the efficiency and effectiveness of service, including the elimination of duplication and waste	**Efficiency and Effectiveness** • To improve the efficiency and effectiveness of career services • To ensure clients become aware of the full range of career information and support services that can be obtained through multi-media technologies

APPENDIX FOUR: LISTS OF PARTNERS AND STAKEHOLDERS BY STREAM

Work/study stream

Note: The bold names are the main sponsors and partners. The non-bold names are the sub-sponsors and partners.

Saskatchewan Outfitters Association
Saskatchewan Tourism Education Council and three individual outfitters

Pebble Beach Interactive
SIAST Wascana Institute, the Professional Development Institute, and HRDC

North West Regional College
The New Careers Corporation, the NSIM program and four local employers.

Saskatoon District Health Board
Saskatchewan Indian Institute of Technology

SIAST Wascana Institute
The Saskatchewan Call Centre Association, Sears, CIBC, SaskTel, NCC and HRDC.

Estevan Comprehensive School
SIAST Palliser Institute, Southeast Regional College, and local industry

Rainbow Youth Centre Inc.
SIAST Woodland Campus, Regina Health District, St. John's Ambulance, TFHQ Adult Learning Centre, Occupational Health and Safety, STEC, Paul Dojack Centre, and eleven employers.

Eighty-Seven Bear Images Inc.
The Edge Production Corporation, New Careers Corporation, HRDC and Future Skills

Ochapowace Human Resource Group Inc.
STEC, SIAST, Landmark Inn, NCC, Social Services and Daycare Branch

STEC
Business Development Bank of Canada, Woodland Institute SIAST, Tourism Saskatchewan

Prepaw Plains Management Inc.
Saskfor MacMillan Limited Partnership, the Labourers International Union of North America (local 890), the Saskatchewan Construction Safety Council Inc., and the Saskatchewan Indian Institute of Technologies.

Saskatchewan Tourism Education Council
The Apprenticeship and Trade Certification Branch and tourism industry employers.

Cypress Hills Regional College
Southwest Saskatchewan Regional 911 Board, City of Swift Current Fire department, Provincial 911 Advisory Committee and Implementation Team, SIAST Wascana Institute, SaskTel Mobility and Saskatchewan Education (Facilities Branch).

Regina Friendship Centre Corporation
The Little Eagle's Nest, Health Canada, New Careers Corporation, Heritage Foundation of Saskatchewan, Regina School Division No. 4, and SIAST Woodland Institute.

YWCA of Prince Albert
Local REDA, Credit Union, Chamber of Commerce, Community Service Centre, SIAST Woodland Campus, New Careers Corporation, Saskatchewan Social Services, and the Multi-Cultural Society.

Gravelbourg School Division No. 109
Cypress Hills Regional College, SIAST Palliser Institute, College Mathieu, the French Regional College, Wood River School Division, JobStart/ Future Skills, the New Careers Corporation, the Diocese of Gravelbourg, and 19 local businesses.

Global Management Resources Inc.
The Saskatchewan Research Council, the University of Saskatchewan, SIAST Kelsey Institute, Ag West Biotech and other biotech industry employers.

Gary Tinker Federation and Northlands College
The VRDP, Post-Secondary Education and Skills Training, and a number of northern hospitality businesses.

Saskatchewan Indian Federated College (Science Department)
University of Regina

SIAST Kelsey Campus
The Apprenticeship and Trade Certification Unit, and three journey persons and employers in the automotive industry.

Saskatoon Centre of Reading Excellence
Transportation Careers Development Centre, individual transport companies, Saskatchewan Social Services, and New Careers Corporation.

Saskatchewan Home Based Business Association
Saskatchewan Association for Community Living, Saskatoon Special Interest Co-op, Victory Marketing, Advanced Business Consulting, Methods Consulting, and Byron J. Reynolds.

SIAST Palliser Institute

- The Apprenticeship and Trade Certification Unit, Electrician Level One apprentices, and employers/contractors.
- Weyerhauser and Apprenticeship and Trade Certification

Western Trades Training Institute
The Apprenticeship and Trade Certification Unit and ten employers.

SIAST Kelsey Institute
Leon Ram Industries, Morris Industries, Goodman Steel and Iron Works, the Apprenticeship and Trade Certification Unit, Parkland Regional College and twelve apprentices.

Saskatchewan Abilities Council
Saskatoon Motor Dealers Association, three local car dealerships, New Careers Corporation, and Saskatchewan Social Services

Saskatchewan Women in Trades and Technology
CMHC, a consortium of the South Saskatchewan Living Centre, Women and Economic Development Consortium, City of Regina, Social Services Income Security Division, CIBC, Habitat for Humanity and other community organisations, HRDC, and the Apprenticeship and Trade Certification Unit.

Northeast Economic Development Association
The Peter Ballantyne Cree Nation, New Careers Corporation, the Future Skills Program, SIAST Woodland Institute, Saskatchewan Telecommunications, Northlands College, and the villages of Sandy Bay, Pelican Narrows, and Cumberland House.

FSIN
Saskatchewan Environment and Resource Management (SERM), the Department of Indian and Northern Affairs (INAC), SIAST, and SIIT.

SIAST Woodland
Cogema Mining Company, Northlands College, Northern Métis Site Services Inc., the Apprenticeship Branch, and seven apprentices.

Saskatchewan Indian Institute of Technology (SIIT)
Tribal Councils, SaskTel, SIAST, and New Careers Corporation

Saskatchewan Aviation Council Inc.
The Saskatoon Board of Education, Mitchinson Flying Services, Nimbus Aerobatics, four local aviation companies and northern operators.

Quint Development Corporation
Deloitte & Touche, Riversdale Business Improvement District, the City of Saskatoon, Saskatoon Housing Authority, Saskatoon Credit Union, First Canadian Property Investments, Developers Real Estate, five inner-city community associations, and the New Careers Corporation.

P.A. School Division No. 3
The Kinistino School Division, Prince Albert (Carlton) Comprehensive High School Board, Prince Albert Rural School Division, Prince Albert Roman Catholic Separate School, Human Resources Development Canada, Prince Albert Chamber of Commerce, and SIAST Woodland Institute.

Museum Association of Saskatchewan
Saskatchewan Council of Cultural Organisations (SCCO)

Saskatoon Board of Education
Flexi-coil, CETAC-West, Ernst & Young, SaskTel, Royal Bank, Hitachi Canada Industries, North Saskatoon Business Association, Frontier Peterbilt Sales, West Wind Aviation, Saskatoon Chamber of Commerce, Tourism Saskatoon, Boychuk Construction Corporation and Saskatoon Tribal Council

Saskatchewan Deaf and Hard of Hearing Services Inc.
Sealy Osborne Consultant Services, Global Infobrokers, The Lang Tree, Saskatchewan Social Services and New Careers.

Riversdale Owners' Coalition (ROC) Inc.
Many professional volunteers from within the community to be mentors/instructors.

First Nations Forum

Northern Lights School Division No. 113/Northern Apprenticeship Committee
Northern communities.

Federation of Saskatchewan Indian Nations
Saskatchewan Environment and Resource Management and Tribal Councils

Software Technology Centre
City of Regina, SaskEnergy, Farm Credit Corporation, SaskPower, Saskatchewan Wheat Pool, Saskatchewan Workers' Compensation Board, Saskatchewan Property Management Corporation, Wascana Energy, SaskTel,

Saskatchewan Government Insurance, Fontanie Associates Consulting Services and the Vocational Technical Education Department, University of Regina

SIAST Woodland Campus
Individual Roofing Companies and Apprenticeship and Trade Certification

- Lac La Ronge Indian Band/SIAST Palliser Campus
- Saskatchewan Water and Wastewater Association, Saskatchewan Environment and Resource Management, Saskatchewan Water Corporation, and the First Nations Water Operators Association and Woodland Cree First Nations
- Canadian Artists Representation Saskatchewan
- Sterling Newspapers, Neutral Ground Artist Run Centre and Multimedia Station/SOIL, Circle Vision, City of Regina, CARFAC Copyright Collective, Gauley & Co., and Meyers Norris Penny & Co.
- South West Centre for Entrepreneurial Development Inc. (SWCED)
- Nikaneet First Nation, City of Swift Current, Swift Current Comprehensive High School, Southwest Chapter of Women Entrepreneurs, Town of Maple Creek, Human Resources Development Canada, Office Outfitters Ltd., Quest Management Inc., Southwest Community Futures Development Corporation and New Careers Corporation

SIAST Woodland Campus
Provincial Weavers and Potter Guild, Neil Balkwill Centre and The Saskatchewan Craft Council

Minds Eye Pictures
- Luther College, Canadian Film and Television Production Association, Saskatchewan Education, Saskatchewan Economic and Co-operative Development, and Human Resources Development Canada
- Saskatchewan Carpenter's Joint Training Committee
- Scaffold Industry Association, Apprenticeship and Trade Certification

Saskatchewan Carpenter's Joint Training Committee
SIAST Woodland Campus, Apprenticeship and Trade Certification

Northeast Saskatchewan
Peter Ballantyne Cree Nation, Cumberland House Cree Nation, New Careers Corporation, Future Skills Program, Woodland Institute, Saskatchewan Telecommunications, Northlands College and the villages of Sandy Bay, Pelican Narrows, Cumberland House, Denare Beach, Dechambault Lake and Southend

Gary Tinker Federation, Northlands College
HRDC – Vocational Rehabilitation of Disabled Person Program (VRDP) Employers

Labour market information stream

Saskatchewan New Careers Corporation
Saskatchewan Economic Development
SIAST Secretariat – Research and Development
Saskatchewan Labour Force Development Board (SLFBD)
Saskatchewan Labour
Cypress Hills College
Métis Employment and Training of Saskatchewan Inc. (METSI)
Saskatchewan Indian Institute of Technologies
Post-Secondary Education and Skills Training
Human Resources Development Canada – Economic Services

Career services stream

Northern Pilot Project

Keewatin Career Development Corporation:
Athabasca First Nations (Fond-du-Lac, Black Lake, Wollaston Lake)
Methy Pathway
Île-à-la-Crosse School Division
Jim Brady Development Corporation
Northern Lights School Division
Northlands Regional College
Woodland Cree Enterprises
Northcote Métis Pathways
North West Region III Pathways
Meadow Lake Tribal Council
Dumont Technical Institute

Rural Pilot Project
Humboldt – Carlton Trail Regional College
Kindersley – Prairie West Regional College
Nipawin – Cumberland Regional College
North Battleford – North West Regional College

Swift Current – Cypress Hills Regional College
Weyburn – South East Regional College
Yorkton – Parkland Regional College

Regina Pilot Project
HRDC – HRCC Regina
New Careers Corporation
SIAST Wascana Institute